

DOCUMENT RESUME

ED 214 312

EA 014 579

TITLE Toward Competency. A Guide for Individualized Instruction. Student Edition. Revised.

INSTITUTION Oregon State Dept. of Education, Salem. Special Education Section.

PUB DATE 81

NOTE 188p.; For a related document, see ED 208 572.

EDRS PRICE MF01/PC08 Plus Postage.

DESCRIPTORS Basic Skills; *Behavioral Objectives; *Competency Based Education; Daily Living Skills; *Educational Objectives; Elementary Secondary Education; Health Education; *Individualized Education Programs; Individualized Instruction; Interpersonal Competence; Leisure Time; *Performance; Psychomotor Objectives; Records (Forms); Self Care Skills; *Special Education; State Curriculum Guides; Work Attitudes

IDENTIFIERS Work Habits

ABSTRACT

The second part of a two-part publication, this material is designed to be used as a curriculum guide and progress record for the special education student who is unable to benefit fully from the regular school program. It presents goals and subgoals for students in six curriculum areas in grades one through twelve. The basic skills chapter includes gross motor skills, auditory discrimination, reading, study skills, and mathematics. The personal and social awareness chapter includes such areas as self, family, authority, and dependency. Living in the environment is divided into such subareas as animals, weather, clothing, budgeting, and postschool adjustment. Career education includes work habits and preparation for and exploration of work experiences. Human ecology includes health, safety, and physical education. The chapter on leisure time activities is divided into such areas as outdoor recreation, arts and crafts, and organizations. Goals and subgoals are presented in sequential steps. This edition differs from the teachers' edition by the inclusion of a grid for recording individual students' progress toward meeting subgoals and goals. Goals and subgoals are defined as performance outcomes a student is expected to achieve while enrolled in a special education program. (Author/JM)

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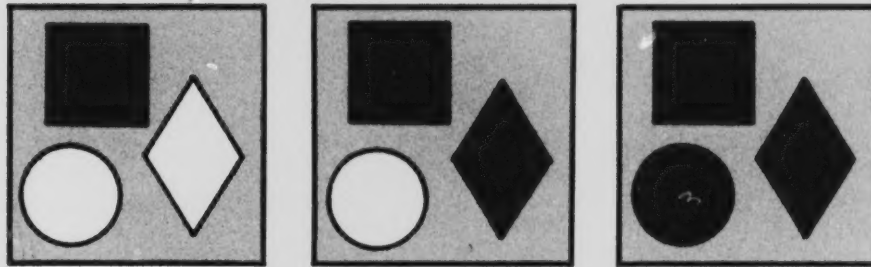
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TOWARD COMPETENCY

A GUIDE FOR INDIVIDUALIZED INSTRUCTION / 1981

STUDENT EDITION

EA 014 579

SAMPLE STUDENT DATA SHEET

 Name Birthdate Soc. Sec. Number

Entry Date _____ From Grade _____

Dates	District	Teacher
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Instructional Materials

	Dates	Program	Level
Reading	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
Math	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
Other Published Programs	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

TOWARD COMPETENCY
A Guide for Individualized Instruction

Student Edition

First Printing 1974
Revised 1981

Special Education Section
Oregon Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310

Verne A. Duncan
State Superintendent
of Public Instruction

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3607219821000

FOREWORD

Toward Competency is dedicated to the concept that the teaching of any subject is best accomplished by beginning with simple skills which, once mastered, will lead to the acquisition of more complex skills.

The publication is designed to be used in programs for students with special needs. It serves as a curriculum guide and, in addition, this student edition serves as a cumulative record of individual student progress. Curriculum is presented in sequential steps, starting with basic skills and moving on to personal, social, leisure time and career concerns.

Ideas and suggestions for modification of this material are welcome; contact Ray Rothstrom, 378-3629.

Verne A. Duncan
State Superintendent
of Public Instruction

ACKNOWLEDGMENTS

This revised edition is based on a guide first published in 1974 and developed as a cooperative effort of Portland School District 1J and the Oregon Department of Education. The 1974 edition was field-tested by approximately 370 teachers of special education during the 1972-1973 school year, and their timely comments and revisions made Toward Competency especially useful over the years.

TABLE OF CONTENTS

	<u>Page</u>
Foreword.	iii
Acknowledgments	iv
Introduction.	vii
Recording Student Progress	viii
Additional Uses	viii
 BASIC SKILLS.	 1
Gross Motor.	3
Fine Motor	7
Visual Perception.	9
Auditory Discrimination.	10
Receptive Language	12
Expressive Language.	13
Reading.	16
Study Skills	25
Writing.	27
Basic Mathematics.	29
Fractions.	39
Decimals	42
Time	43
Measurements.	48
Money.	50
 PERSONAL AND SOCIAL AWARENESS	 55
Self	57
Family	65
Authority.	66
Dependency	67
General Knowledge.	69
 LIVING IN THE ENVIRONMENT	 75
Animals.	77
Plants	78
Weather.	79
Natural Resources.	80
Food	82
Clothing	88
Travel	93
Community Services	94
Communication Media.	97
Home Maintenance and Improvement	99
Budgeting.	103
Child Care	105
Post-School Adjustment	106

CAREER EDUCATION.	111
Basic Work Habits.	113
Career Exploration	117
Career Preparation	130
HUMAN ECOLOGY	133
Health	135
Growth and Development	146
Safety	148
Physical Education	152
LEISURE TIME ACTIVITIES	155
Outdoor Recreational Activities.	157
Indoor Recreational Activities	161
Arts and Crafts.	163
Music.	167
Public Recreational Facilities	169
Organizations and Service Clubs.	171
Additional Goal Page.	173
Index	175

INTRODUCTION

Published in two editions, Toward Competency is designed to serve as a guide and progress record for the student who is unable to benefit fully from the regular school program. In addition, it is a guide for the special education teacher in developing a program of instruction for the student. The content is focused on six curriculum areas, grades one through twelve: basic skills, personal and social awareness, living in the environment, career education, human ecology, leisure time activities; it is organized into sections, goals and sub-goals. In addition, the student edition includes a grid for recording individual progress toward meeting sub-goals and goals; model criterion statements* accompany each sub-goal in the teacher's edition. This student edition would be forwarded with other records should the student transfer to another school.

Teaching of special education is accomplished most appropriately through a systematic approach of individualized instruction. First, student needs should be determined, then instructional goals and sub-goals developed and stated in behavioral terms. Goals and sub-goals are defined as performance outcomes which a student is expected to achieve while enrolled in a special education program. Goals describe what is expected of the student generally, and they are considered long-range guidelines. Sub-goals focus on the acquisition of skills in a more immediate sense; they help the student attain the broader goals.

A typical activity would appear as follows:

Area	1.0.0 Basic Skills
Section	Gross Motor
Goal	1.1.0 <u>Performs locomotor skills.</u>
Sub-goal	1.1.1 Walks forward. . . . 1.1.18 (space for the teacher to develop own sub-goals) 1.1.19

*A model criterion measurement statement (CMS) specifies the performance requirements to be met by a student before a sub-goal can be considered as learned. A CMS specifies the condition(s) under which the student will achieve the sub-goal, the expected student behavior, and the standard against which student achievement will be measured.

RECORDING STUDENT PROGRESS

Recording student progress provides an account of what has been learned and indicates the student's strengths and weaknesses. The record accompanies the student's progress from teacher to teacher and through the school years. It provides continuity for the student's program and should help prevent unnecessary duplication of instruction.

After evaluating student progress in relation to a given sub-goal, the teacher marks the recording grid to the right of the sub-goal in the student's guide. For example:

1. If the criterion is met by the student:

The teacher marks the month and year on the first unused section to show when the student was evaluated.

10 78			

The space above the date is filled in to indicate that the student could do what was required in the criterion measurement statement.

10 78			

2. If not:

Only the month and year in the first unused section is marked to show that the student was evaluated. The space above the date is not marked. A blank space above the date indicates that the student could not achieve the sub-goal on the date evaluated.

10 78			

3. A blank grid indicates no attempt has been made to evaluate the student on the sub-goal.

4. Combines the three above. On 10/78, the student could not meet the criterion measurement. The student met the criterion on 2/79; on 5/80, the student was reevaluated and did not meet the criterion. No measurement has been attempted since 5/80.

10 78	2 79	5 80	

ADDITIONAL USES

Recording Student Data Related to Instruction--On the inside front cover of this student edition is a student data sheet for use in recording general information about the student's educational program. It includes space for recording information about instructional materials and programs for reference by the student at various levels of development, as well as space for the names of the student's former teachers and schools attended.

Recording High School Work Experience Placement--On the inside back cover is a record for collecting information about the student's work placement in school and in the community; the record is maintained by the student's teachers. Space has been provided to note dates of work, types of jobs, places of employment, the names of work experience supervisors, and the student's work evaluation. The record serves as a quick reference of work experience, and as an aid when developing training and work placement opportunities for the student.

Recording Regular Class Participation--Facing the inside back cover is a record for collecting information about the student's participation in regular classroom activities: classes attended, level, grade (period, year), attendance experience, evaluations of school/teacher.

AREA 1.0.0 BASIC SKILLS

Definition

Basic Skills refer to fundamental or essential skills and concepts identified under the curriculum headings of motor development, language, reading, and mathematics.

Rationale for Instruction

In order to meet the everyday demands of living independently and in the community, the student must learn to move, read, speak, listen, write, spell, and compute with reasonable skill and accuracy. The area of basic skills focuses on communication. Communication is essential to individual growth and achievement; for the student with a learning problem, the ability to communicate enhances both association with and acceptance by adults and peers. The basic skills presented in this section are the tools which will lead the student toward achieving goals in other curriculum areas.

Measurement Model

The teacher's edition includes model criterion measurement statements (CMS) written in such a manner as to clarify the intent of sub-goals and to assist teachers toward developing specific criteria for evaluating individual student performance. Teachers are encouraged to adapt model CMSs and extend them to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 1 and are presented below. Also included are two examples, one at the elementary level, the other at the secondary, extending the model CMS for a specific student or class.

1.0.0 BASIC SKILLS

Fine Motor

1.5.0 Develops visual perceptual skills.

1.5.2 Locates specific objects from an assortment of objects.

CMS Given a group of ten or more objects with like and unlike properties and a sample object, the student selects objects similar to the sample from the group.

Extended measurement statements:

-
- Elementary Level Given an assortment of 10 paper cut-outs, some with corners and others without, the student sorts them into correct groups four out of five times.
- Secondary Level Given 30 lock washers of various sizes ($1/4"$, $3/8"$, $5/8"$), the student sorts them into groups with 90 percent accuracy within 60 seconds.
-

AREA 1.0.0
BASIC SKILLS

Gross Motor

1.1.0 Performs locomotor skills.

1.1.1 Walks forward.



1.1.2 Walks backward.



1.1.3 Walks sideways.



1.1.4 Walks in a circle.



1.1.5 Walks on toes.



1.1.6 Runs forward.



1.1.7 Hops on each foot.



1.1.8 Pivots on each foot.



1.1.9 Jumps continuously using both feet.



1.1.10 Jumps forward and backward with feet together.



1.1.11 Jumps forward and backward over an object.



1.1.12 Climbs and descends stairs alternating feet.



1.1.13 Climbs ladder alternating hands.



1.1.14 Slides on feet to left and right.



1.1.15



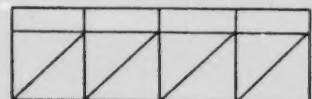
1.1.16 Gallops.



1.1.17 Marches to a beat.



1.1.18

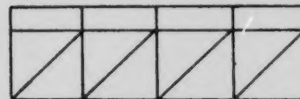


7
1.1.19



1.2.0 Demonstrates ball control skills.

1.2.1 Rolls large ball.



1.2.2 Rolls small ball.



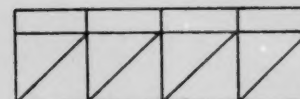
1.2.3 Bounces large ball.



1.2.4 Bounces small ball.



1.2.5 Throws large ball.



1.2.6 Throws small ball.



1.2.7 Catches large ball.



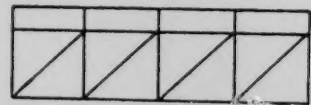
1.2.8 Catches small ball.



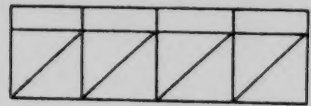
1.2.9 Bats softball.



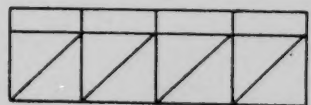
1.2.10 Kicks kickball.



1.2.12



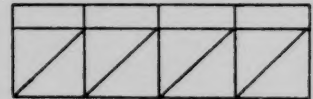
1.2.13



Fine Motor

1.3.0 Cuts with scissors.

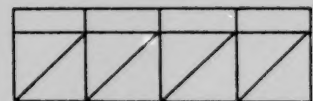
1.3.1 Holds scissors correctly.



1.3.2 Opens and closes scissors.



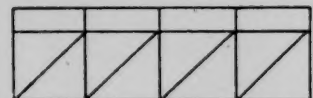
1.3.3 Holds material while cutting.



1.3.4 Cuts on straight lines.



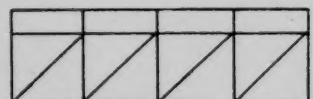
1.3.5 Cuts on angled lines.



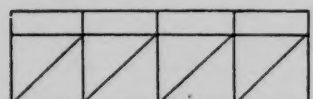
1.3.6 Cuts on curved lines.



1.3.7



1.3.8

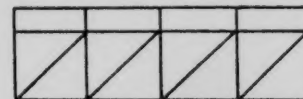


1.4.0 Manipulates small objects.

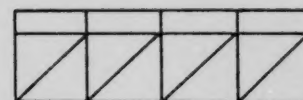
1.4.1 Builds with blocks.



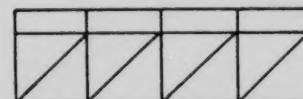
1.4.2 Hammers nails/tacks.



1.4.3 Screws/unscrews objects.



1.4.4 Puts pegs in pegboard.



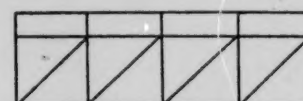
1.4.5 Strings beads.



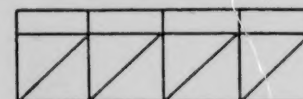
1.4.6 Winds lacing/string.



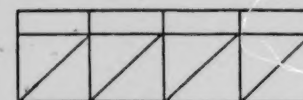
1.4.7 Folds paper in half.



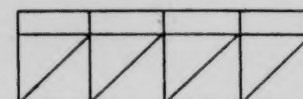
1.4.8 Folds paper in fourths.



1.4.9 Folds for a business-sized
(#10) envelope.



1.4.10 Folds for a small envelope.



1.4.11



1.4.12



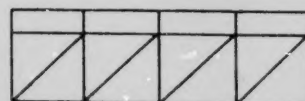
Visual Perception

1.5.0 Develops visual perceptual skills.

1.5.1 Develops lateral eye movement without moving head.



1.5.2 Locates specific objects from an assortment of objects.



1.5.3 Sorts and classifies objects.



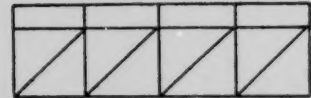
1.5.4 Locates specific objects which differ slightly from other objects.



1.5.5 Identifies shapes regardless of size, color, or texture.



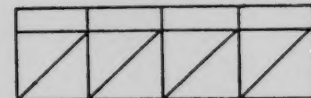
1.5.6 Recognizes relative size
regardless of distance.



1.5.7 Locates parts of the body.



1.5.8 Demonstrates figure completion.



1.5.9 Demonstrates knowledge of
directional movement.



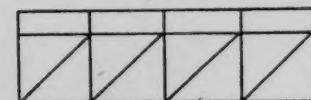
1.5.10 Demonstrates knowledge of
relationship of body to
other objects.



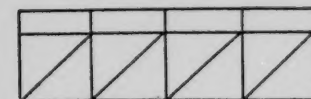
1.5.11 Assembles body parts.



1.5.12



1.5.13



Auditory Discrimination

1.6.0 Distinguishes common sounds.

1.6.1 Identifies common animal sounds.



1.6.2 Identifies common musical sounds.

/	/	/	/

1.6.3 Identifies common outdoor sounds.

/	/	/	/

1.6.4 Identifies common household sounds.

/	/	/	/

1.6.5 Identifies loud/soft sounds.

/	/	/	/

1.6.6 Identifies high/low sounds.

/	/	/	/

1.6.7 Identifies near/far sounds.

/	/	/	/

1.6.8 Identifies emergency sounds.

/	/	/	/

1.6.9

/	/	/	/

1.6.10

/	/	/	/

Receptive Language

1.7.0 Responds to simple verbal commands.

1.7.1 Follows simple directions.



1.7.2 Provides personal information.



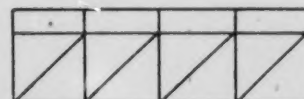
1.7.3 Identifies direction.



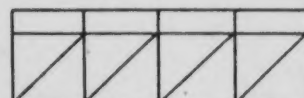
1.7.4 Identifies objects as directed.



1.7.5



1.7.6



1.8.0 Responds to more complex verbal commands.

1.8.1 Performs two related tasks.



1.8.2 Performs two or more related tasks.



1.8.3 Performs two unrelated tasks.

/	/	/	/

1.8.4 Performs two or more unrelated tasks.

/	/	/	/

1.8.5

/	/	/	/

1.8.6

/	/	/	/

Expressive Language

1.9.0 Articulation

1.9.1 Imitates sounds of vowels.

/	/	/	/

1.9.2 Imitates sounds of consonants.

/	/	/	/

1.9.3 Volunteers sounds of vowels.

/	/	/	/

1.9.4 Volunteers sounds of consonants.

/	/	/	/

1.9.5 Blends sounds.

/	/	/	/

1.9.6

/	/	/	/

1.9.7

/	/	/	/

1.10.0 Demonstrates word pronunciation.

1.10.1 Imitates single words.

/	/	/	/

1.10.2 Volunteers single words.

/	/	/	/

1.10.3 Imitates word chains.

/	/	/	/

1.10.4 Volunteers word chains.

/	/	/	/

1.10.5

/	/	/	/

1.10.6

/	/	/	/

1.11.0 Expresses self in understandable speech.

1.11.1 Verbalizes simple sentences.

/	/	/	/

1.11.2 Provides single word or two-word answers to questions.

/	/	/	/

1.11.3 Provides multiple word answers to questions.

/	/	/	/

1.11.4 Verbalizes more complex sentences.

/	/	/	/

1.11.5 Chains sentences.

/	/	/	/

1.11.6 Relays information.

/	/	/	/

1.11.7 Asks questions.

/	/	/	/

1.11.8 Talks about own experiences.

/	/	/	/

1.11.9 Sequences thoughts into logical sentence patterns.

/	/	/	/

1.11.10 Uses correct grammar.

/	/	/	/

1.11.11

/	/	/	/

1.11.12

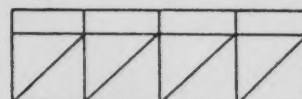


1.12.0 Controls volume of voice.

1.12.1 Discriminates between loud/soft oral sounds.



1.12.2 Modulates voice according to room size.



1.12.3 Modulates voice according to number of listeners.



1.12.4



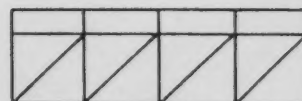
1.12.5



Reading

1.13.0 Demonstrates reading readiness.

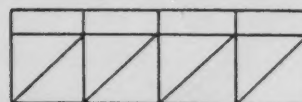
1.13.1 Names colors.



1.13.2 Matches shapes.



1.13.3 Distinguishes like and unlike objects.



1.13.4 Matches numerals.



1.13.5 Matches letters.



1.13.6 Distinguishes like and unlike numerals.



1.13.7 Distinguishes like and unlike letters.



1.13.8 Marks named picture(s) within a group of pictures.



1.13.9 Marks items requested in a sentence.



1.13.10 Demonstrates left-to-right reading movement.



1.13.11



1.13.12



1.14.0 Demonstrates knowledge of the alphabet.

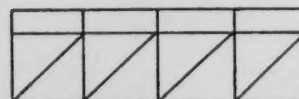
1.14.1 Recites alphabet in proper sequence by rote.



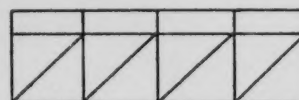
1.14.2 Matches letters of the alphabet.



1.14.3 Finds letters of the alphabet.



1.14.4 Reads letters of the alphabet.



1.14.5 Identifies upper case letters in random order.



1.14.6 Identifies lower case letters in random order.



1.14.7 Pairs upper and lower case letters.



1.14.8



1.14.9



1.15.0 Develops a sight vocabulary.

1.15.1 Matches single words.



1.15.2 Finds single words.



1.15.3 Reads single words.



1.15.4 Matches two or more word phrases.



1.15.5 Finds two or more word phrases.



1.15.6 Reads two or more word phrases.



1.15.7 Matches words with pictures/
objects.



1.15.8 Finds words with pictures/
objects.



1.15.9 Reads words related to pictures/
objects.



1.15.10 Matches words related to numbers.



1.15.11 Finds words related to numbers.



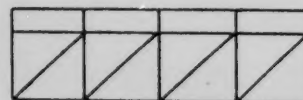
1.15.12 Reads words related to numbers.



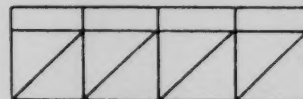
1.15.13 Reads selection(s) of essential vocabulary words.



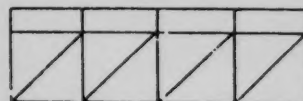
1.15.14 Reads selection(s) of functional words.



1.15.15



1.15.16



1.16.0 Utilizes a particular reading program.

1.16.1 Reads language-experience stories.



1.16.2 Reads words in stories.



1.16.3



1.16.4



1.17.0 Demonstrates skills of phonetic analysis.

1.17.1 Reads aloud sounds of consonants.



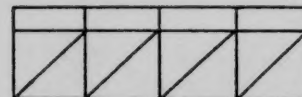
1.17.2 Reads aloud sounds of vowels.



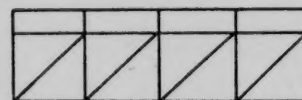
1.17.3 Reads aloud sounds of blends.



1.17.4 Reads aloud sounds of digraphs.



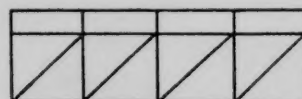
1.17.5 Reads aloud to blend consonants and vowels.



1.17.6 Reads aloud to decode words.



1.17.7



1.17.8

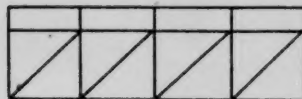


1.18.0 Demonstrates structural analysis skills.

1.18.1 Separates compound words into root words.



1.18.2 Separates prefixes from root words.



1.18.3 Separates suffixes from root words.



1.18.4 Gives plural forms.



1.18.5 Adds correct endings to words, doubling last consonant to make the past tense.



1.18.6 Adds correct endings to words by changing y to i.



1.18.7 Adds correct endings to words dropping final e.



1.18.8 Adds correct endings to words ending in f and fe.



1.18.9 Divides words into syllables.



1.18.10



1.18.11



1.19.0 Uses clues in reading.

1.19.1 Uses picture clues for unknown words.



1.19.2 Uses configuration clues for remembering new words.



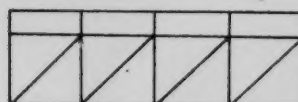
1.19.3 Sounds out unknown words.



1.19.4

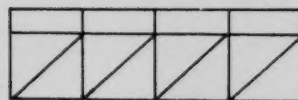


1.19.5



1.20.0 Uses comprehension skills.

1.20.1 Relates events of stories.



1.20.2 Relates steps in a process.



1.20.3 Identifies sequence of ideas or events.



1.20.4 Relates cause and effect relationships.



1.20.5 Distinguishes between statements of reality and unreality.



1.20.6 Relates anticipated outcomes.



1.20.7 Relates reactions and motives of story characters.



1.20.8 Draws inferences from reading materials.



1.20.9 Draws conclusions from reading materials.



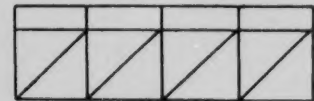
1.20.10 States main idea of selection.



1.20.11 Summarizes.



1.20.12



1.20.13



1.21.0 Reads silently.

1.21.1 Reads without lip movement.



1.21.2 Adjusts reading rate to type of reading material.



1.21.3 Adjusts reading rate to level of difficulty.



1.21.4 Adjusts reading rate to purpose for reading.



1.21.5



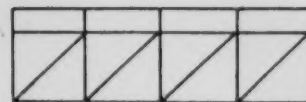
1.21.6



Study Skills

1.22.0 Demonstrates dictionary skills.

1.22.1 Alphabetizes by first letter.



1.22.2 Alphabetizes words.



1.22.3 Locates words in dictionary.



1.22.4 Pronounces words according to diacritical markings.



1.22.5 Locates homonyms.



1.22.6 Locates synonyms.

/	/	/	/

1.22.7 Locates antonyms.

/	/	/	/

1.22.8

/	/	/	/

1.22.9

/	/	/	/

1.23.0 Uses study skills.

1.23.1 Uses table of contents.

/	/	/	/

1.23.2 Employs index to locate information.

/	/	/	/

1.23.3 Uses encyclopedias/atlasses/
supplementary texts.

/	/	/	/

1.23.4 Locates headings and subheadings
of topics.

/	/	/	/

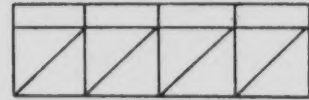
1.23.5 Uses reference materials.

/	/	/	/

1.23.6 Uses resource people.

/	/	/	/

1.23.7



1.23.8



Writing

1.24.0 Demonstrates readiness for writing.

1.24.1 Holds writing instruments correctly.



1.24.2 Performs pre-writing exercises.



1.24.3 Traces around objects.



1.24.4 Traces over dotted lines.



1.24.5 Copies straight lines.



1.24.6 Copies curved lines.



1.24.7



1.24.8



1.25.0 Demonstrates manuscript writing.

1.25.1 Copies letters and numbers independently.



1.25.2 Uses correct spacing between letters/words.



1.25.3 Writes numerals/letters without visual model.



1.25.4

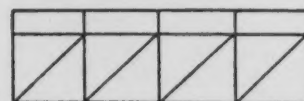


1.25.5



1.26.0 Demonstrates cursive writing.

1.26.1 Forms cursive letters correctly.



1.26.2 Converts letters correctly.



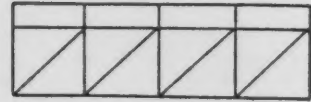
1.26.3 Writes name.



1.26.4 Writes words from verbal cue.



1.26.5



Basic Mathematics

1.27.0 Demonstrates math readiness.

1.27.1 Matches geometric shapes.



1.27.2 Finds geometric shapes.



1.27.3 Names geometric shapes.



1.27.4 Matches like numbers.



1.27.5 Matches equivalent sets.



1.27.6 Finds equivalent sets.



1.27.7 Identifies unequal sets.



1.27.8



1.27.9

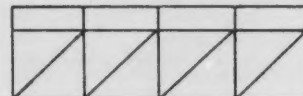


1.28.0 Counts by rote orally.

1.28.1 Counts from 1 to 10 by rote.



1.28.2 Counts from 1 to 20 by rote.



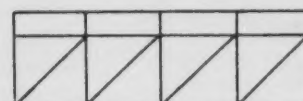
1.28.3 Counts from 1 to 50 by rote.



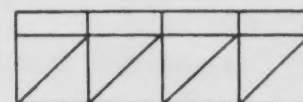
1.28.4 Counts from 1 to 100 by rote.



1.28.5 Counts by tens to 100 by rote.



1.28.6 Counts by fives to 100 by rote.



1.28.7 Counts by twos to 100 by rote.



1.28.8 Counts by twenty-fives to 100
by rote.



1.28.9 Counts by fifties to 100 by rote.



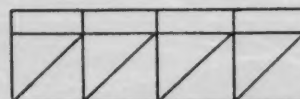
1.28.10 Counts to and from a number.



1.28.11 Counts forward.



1.28.12 Counts backwards.



1.28.13



1.28.14



1.29.0 Counts given objects.

1.29.1 Counts to 10.



1.29.2 Counts from 10 to 20.



1.29.3 Counts from 20 to 50.



1.29.4 Counts from 50 to 100.



1.29.5 Counts by fives to 100.



1.29.6 Counts by tens to 100.



1.29.7



1.29.8



1.30.0 Recognizes numerals.

1.30.1 States names of numerals
1 to 10.



1.30.2 States names of numerals
10 to 20.



1.30.3 States names of numerals
20 to 50.



1.30.4 States names of numerals
50 to 100.



1.30.5



1.30.6



1.31.0 Sequence numerals.

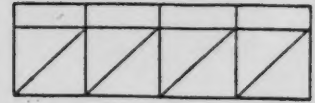
1.31.1 Groups numbers in proper sequence,
1-10.



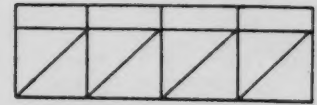
1.31.2 Groups numbers in proper sequence,
1-20.



1.31.3



1.31.4

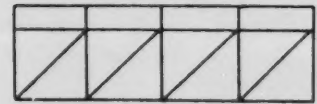


1.32.0 Writes numerals in sequence.

1.32.1 Writes numerals 1 to 10.



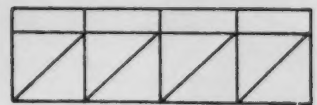
1.32.2 Writes numerals 10 to 20.



1.32.3 Writes numerals by tens to 100.



1.32.4



1.32.5

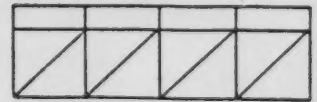


1.33.0 Recognizes math symbols.

1.33.1 Explains "+".



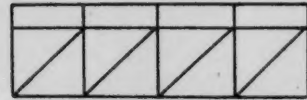
1.33.2 Explains "-".



1.33.3 Explains "=".



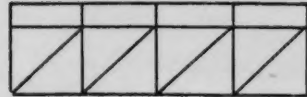
1.33.4 Explains "x".



1.33.5 Explains "+".



1.33.6



1.33.7

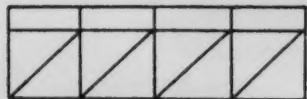


1.34.0 Recognizes math words.

1.34.1 Explains "add."



1.34.2 Explains "subtract."



1.34.3 Explains "equal."



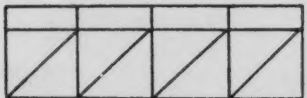
1.34.4 Explains "multiply."



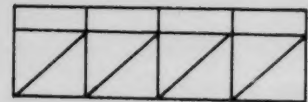
1.34.5 Explains "divide."



1.34.6

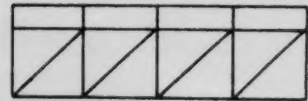


1.34.7



1.35.0 Solves addition problems.

1.35.1 Writes total after counting objects.



1.35.2 Adds to a number (1 to 10) and finds the sum.



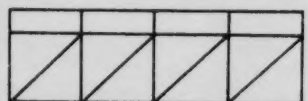
1.35.3 Adds 2-digit numbers without carrying.



1.35.4 Adds two or more digit numbers with carrying.



1.35.5 Adds three or more columns and finds the sum.



1.35.6



1.35.7



1.36.0 Solves subtraction problems.

1.36.1 Subtracts 1 from (1 to 10) and finds answer.



1.36.2 Subtracts two-digit numbers without borrowing.



1.36.3 Subtracts two or more digit numbers with borrowing.



1.36.4



1.36.5



1.37.0 Solves multiplication problems.

1.37.1 Multiplies by twos.



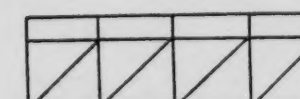
1.37.2 Multiplies by threes.



1.37.3 Multiplies by fours.



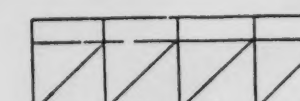
1.37.4 Multiplies by fives.



1.37.5 Multiplies by sixes.



1.37.6 Multiplies by sevens.



1.37.7 Multiplies by eights.



1.37.8 Multiplies by nines.



1.37.9



1.37.10



1.38.0 Solves division problems.

1.38.1 Divides by twos.



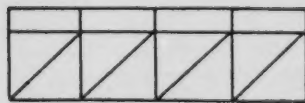
1.38.2 Divides by threes.



1.38.3 Divides by fours.



1.38.4 Divides by fives.



1.35.5 Divides by sixes.



1.38.6 Divides by sevens.



1.38.7 Divides by eights.



1.38.8 Divides by nines.



1.38.9 Divides by tens.



1.38.10 Divides by a single digit
number without remainders
($27 \div 3$).



1.38.11 Divides by a single digit
number with remainders
($28 \div 3$).



1.38.12 Divides by two or more
digit numbers without
remainders ($20 \div 10$).



1.38.13 Divides by two or
more digit numbers with
remainders ($21 \div 10$).



1.38.14



1.38.15



Fractions

1.39.0 Identifies fractional parts.

1.39.1 Divides a whole into fractional parts.



1.39.2 Interprets the functions of a numerator.



1.39.3 Interprets functions of a denominator.



1.39.4



1.39.5



1.40.0 Adds fractions.

1.40.1 Adds like fractions.



1.40.2 Adds unlike fractions.



1.40.3 Adds mixed numbers.



1.40.4



1.40.5



1.41.0 Subtracts fractions.

1.41.1 Subtracts like fractions.



1.41.2 Subtracts unlike fractions.



1.41.3 Subtracts mixed numbers.



1.41.4



1.41.5



1.42.0 Multiplies fractions.

1.42.1 Multiplies like fractions.



1.42.2 Multiplies unlike fractions.



1.42.3 Multiplies mixed numbers.



1.42.4



1.42.5



1.43.0 Divides fractions.

1.43.1 Divides like fractions.



1.43.2 Divides unlike fractions.



1.43.3 Divides mixed numbers.



1.43.4



1.43.5



1.44.0 Converts fractions.

1.44.1 Reduces fractions to lowest terms.



1.44.2 Converts whole numbers to fractions.



1.44.3 Converts improper fractions to whole numbers.



1.44.4 Converts mixed numbers to improper fractions.



1.44.5 Converts improper fractions to mixed numbers.



1.44.6



1.44.7



Decimals

1.45.0 Solves decimal problems.

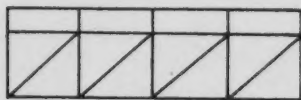
1.45.1 Recognizes decimal as part of a whole number.



1.45.2 Adds decimals.



1.45.3 Subtracts decimals.



1.45.4 Multiplies a whole number by a decimal.



1.45.5 Multiplies a decimal by a decimal.



1.45.6 Divides a decimal by a whole number.



1.45.7 Divides a whole number by a decimal.



1.45.8 Divides a decimal by a decimal.



1.45.9



1.45.10



Time

1.46.0 Tells time.

1.46.1 Tells time to the hour.



1.46.2 Tells time to the half hour.



1.46.3 Tells time to the quarter hour.



1.46.4 Tells time by five minutes.



1.46.5 Tells time to the minute.

/	/	/	/

1.46.6 Can add time.

/	/	/	/

1.46.7

/	/	/	/

1.46.8

/	/	/	/

1.47.0 Writes time.

1.47.1 Writes time to the hour.

/	/	/	/

1.47.2 Writes time to the half hour.

/	/	/	/

1.47.3 Writes time to the quarter hour.

/	/	/	/

1.47.4 Writes time to the minute.

/	/	/	/

1.47.5

/	/	/	/

1.47.6

/	/	/	/

1.48.0 Interprets terms involving time.

1.48.1 Explains a.m., p.m.

/	/	/	/

1.48.2 Explains yesterday, today, tomorrow.

/	/	/	/

1.48.3 Explains common time expressions.

/	/	/	/

1.48.4

/	/	/	/

1.48.5

/	/	/	/

1.49.0 Memorizes order of calendar.

1.49.1 Names days of week in sequence.

/	/	/	/

1.49.2 Names months of year in sequence.

/	/	/	/

1.49.3 Tells number of days in week.

/	/	/	/

1.49.4 Tells number of days in month.

/	/	/	/

1.49.5 Tells number of weeks in month.

/	/	/	/

1.49.6 Tells number of months in year.

/	/	/	/

1.49.7



1.49.8



1.50.0 Reads calendar terms.

1.50.1 Reads days of week.



1.50.2 Reads months of year.



1.50.3 Reads number of school days in a particular week.



1.50.4 Reads number of days in a particular month.



1.50.5 Reads number of weeks in a particular month.



1.50.6 Reads calendar to solve a problem.



1.50.7



1.50.8



1.51.0 Writes calendar terms.

1.51.1 Writes days of week in sequence.

/	/	/	/

1.51.2 Writes months of year in sequence.

/	/	/	/

1.51.3 Writes number of school days in a particular week.

/	/	/	/

1.51.4 Writes number of days in a particular month.

/	/	/	/

1.51.5 Writes number of weeks in a particular month.

/	/	/	/

1.51.6 Writes complete date.

/	/	/	/

1.51.7 Writes word abbreviations for days.

/	/	/	/

1.51.8 Writes abbreviations for months.

/	/	/	/

1.51.9 Writes abbreviation for complete date.

/	/	/	/

1.51.10

/	/	/	/

1.51.11



Measurements

1.52.0 Identifies measurement terms.

1.52.1 Locates 1 inch, 1/2 inch, 1/4 inch, and 1/8 inch on ruler.



1.52.2 Locates 1 inch, 1 foot, 1 yard on yardstick.



1.52.3 Identifies various measuring spoons.



1.52.4 Identifies various measuring cups.



1.52.5 Identifies various-sized containers.



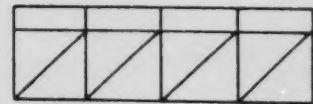
1.52.6 Weighs pounds and ounces on a weight scale.



1.52.7 Identifies temperature on a thermometer.



1.52.8 Uses measuring tools.



1.52.9



1.52.10



1.53.0 Equates different measurements.

1.53.1 Equates 12 inches to 1 foot.



1.53.2 Equates 2 pints to a quart.



1.53.3 Equates 16 ounces to 1 pound.



1.53.4 Equates 12 objects to 1 dozen.



1.53.5



1.53.6



Money

1.54.0 Identifies coins.

1.54.1 Matches similar coins.



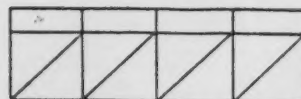
1.54.2 Finds designated coins in a group.



1.54.3 Names coins.



1.54.4



1.54.5



1.55.0 Identifies currency.

1.55.1 Matches similar currency.



1.55.2 Finds designated currency in a group.



1.55.3 Names currency.



1.55.4



1.55.5



1.56.0 Counts money.

1.56.1 Counts coins.



1.56.2 Counts currency.



1.56.3 Counts combinations of coins and currency.



1.56.4



1.56.5



1.57.0 Compares relative value of money.

1.57.1 Identifies various combinations of coins for given amounts.



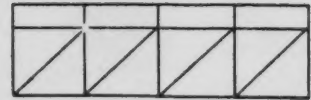
1.57.2 Identifies various combinations of currency for given amounts.



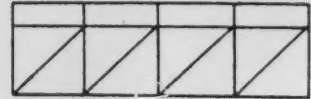
1.57.3 Identifies various combinations of coins and currency for given amounts.



1.57.4



1.57.5



1.58.0 Figures money sufficient for purchasing.

1.58.1 Provides coins to cover purchase.



1.58.2 Counts change to equal purchase price.



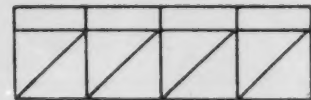
1.58.3 Provides currency to cover purchase.



1.58.4 Counts currency to equal purchase price.



1.58.5 Provides coins and currency to cover purchase.



1.58.6 Counts coins and currency to equal purchase price.



1.58.7 States correct change from a purchase (coins, currency, combination).



1.58.8



1.58.9



AREA 2.0.0
PERSONAL AND SOCIAL AWARENESS

Definition

Personal and Social Awareness refers to understanding and accepting oneself and getting along with others. Emphasis is placed on behavior which improves interaction with family, friends, neighbors, and community members. Goals for personal and social awareness focus on the development of personal skills in these areas.

Rationale for Instruction

The key to effective social adjustment is learning to understand oneself and how to get along with others, and skills in the area of personal and social awareness are essential. The school helps the student to understand personal behavior, develop a social outlook, and achieve social skills which enable the student to interact effectively with others. Too, since attitude affects one's performance, it is important that the school help the student gain self-respect, as well as an understanding and respect for others.

Measurement Model

The teacher's edition includes model criterion measurement statements (CMS) written in such a manner as to clarify the intent of sub-goals and to assist teachers toward developing specific criteria for evaluating individual student performance. Teachers are encouraged to adapt model CMSs and extend them to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 2 and are presented below. Also included are two examples, one at the elementary level, the other at the secondary, extending the model CMS for a specific student or class.

2.1.0 PERSONAL AND SOCIAL AWARENESS

Dependency

2.10.0 Asks reliable sources for assistance and direction.

2.10.4 Identifies appropriate community agencies to ask for assistance and direction.

CMS Given a problem or situation, the student states which community agencies will be able to give direction and/or assistance to solve the problem.

Extended measurement statements:

Elementary
Level

When presented with situations which call for emergency first aid, the student identifies an appropriate community agency to ask for assistance.

Secondary
Level

When presented with the district-developed list of community agencies, the student states at least two services available from each agency.

AREA 2.0.0
PERSONAL AND SOCIAL AWARENESS

Self

2.1.0 Provides personal information orally.

2.1.1 States full name.

/	/	/	/

2.1.2 States telephone number.

/	/	/	/

2.1.3 States home address.

/	/	/	/

2.1.4 States parent's/guardian's name.

/	/	/	/

2.1.5 States parent's/guardian's occupation and place of employment.

/	/	/	/

2.1.6 States name of school personnel.

/	/	/	/

2.1.7 States name of employer/supervisor.

/	/	/	/

2.1.8 States address and phone number of place of employment.

/	/	/	/

2.1.9 States personal birth data.

/	/	/	/

2.1.10 States current personal data.

/	/	/	/

2.1.11 States personal references.

/	/	/	/

2.1.12 States types of work performed on job.

/	/	/	/

2.1.13

/	/	/	/

2.1.14

/	/	/	/

2.2.0 Provides personal information in writing.

2.2.1 Writes full name.

/	/	/	/

2.2.2 Writes telephone number.

/	/	/	/

2.2.3 Writes home address.

/	/	/	/

2.2.4 Writes parent's/guardian's name.

/	/	/	/

2.2.5 Writes name and address of school.

2.2.6 Writes name of employer.

2.2.7 Writes address and phone number
of place of employment.

2.2.8 Writes birth data.

2.2.9 Writes Social Security number.

2.2.10 Writes personal references.

2.2.11

2.2.12

2.3.0 Demonstrates ability to make decisions.

2.3.1 Makes simple decisions at teacher's
suggestion.

2.3.2 Makes simple decisions independently.

2.3.3 Identifies a situation requiring a decision.

/	/	/	/

2.3.4 Describes steps in making a decision.

/	/	/	/

2.3.5 Identifies options available in making a decision.

/	/	/	/

2.3.6 Describes possible consequences of a decision.

/	/	/	/

2.3.7 Selects options which best meet own needs.

/	/	/	/

2.3.8 Seeks guidance previous to making certain decisions.

/	/	/	/

2.3.9 Makes complex decisions.

/	/	/	/

2.3.10 Follows through on commitments involved in a decision.

/	/	/	/

2.3.11 Evaluates results of personal decisions.

/	/	/	/

2.3.12

/	/	/	/

2.3.13

/	/	/	/

2.4.0 Uses evaluation of others to improve own performance.

2.4.1 Identifies type of evaluation received.

/	/	/	/

2.4.2 Describes reasons for receiving a particular type of evaluation.

/	/	/	/

2.4.3 Utilizes positive evaluation to maintain or improve performance.

/	/	/	/

2.4.4 Uses negative evaluation to improve performance.

/	/	/	/

2.4.5 Compares and contrasts positive and negative performance evaluations.

/	/	/	/

2.4.6

/	/	/	/

2.4.7

/	/	/	/

2.5.0 Shows growth in independence by setting own goals and organizing ways of achieving them.

2.5.1 Develops own goals.

/	/	/	/

2.5.2 Identifies short-term and long-term goals.

/	/	/	/

2.5.3 Identifies method for achieving personal goals.

/	/	/	/

2.5.4 Works toward achieving personal goals.

/	/	/	/

2.5.5 Achieves personal goals.

/	/	/	/

2.5.6 Evaluates goal achievement.

/	/	/	/

2.5.7 Shows ability to reexamine own goals.

/	/	/	/

2.5.8

/	/	/	/

2.5.9

/	/	/	/

2.6.0 Considers needs of others.

2.6.1 Is punctual.

/	/	/	/

2.6.2 Is patient.

/	/	/	/

2.6.3 Is cooperative.

/	/	/	/

2.6.4 Settles differences in a friendly manner.

/	/	/	/

2.6.5 Shares with others.

/	/	/	/

2.6.6 Makes constructive criticism.

/	/	/	/

2.6.7 Accepts individual differences.

/	/	/	/

2.6.8 Shows concern for the welfare of others.

/	/	/	/

2.6.9 Minds own business.

/	/	/	/

2.6.10

/	/	/	/

2.6.11

/	/	/	/

2.7.0 Practices common courtesies.

2.7.1 Addresses classmates by name.

/	/	/	/

2.7.2 Uses proper titles for adults in formal and informal situations.

/	/	/	/

2.7.3 Uses "please" and "thank you."

/	/	/	/

2.7.4 Uses proper greetings.

/	/	/	/

2.7.5 Takes turns in group situations.

/	/	/	/

2.7.6 Recognizes having created an embarrassing situation.

/	/	/	/

2.7.7

/	/	/	/

2.7.8

/	/	/	/

Family

2.8.0 Indicates an awareness of family roles.

2.8.1 Identifies responsibilities which may be assumed by various family members.

/	/	/	/

2.8.2 Describes own responsibilities in the family.

/	/	/	/

2.8.3 Follows through with own responsibilities in the home.

/	/	/	/

2.8.4 Explains importance of each family member's contribution to the home.

/	/	/	/

2.8.5 Describes how roles change in the family.

/	/	/	/

2.8.6 Explains how individual decisions affect the total family.

/	/	/	/

2.8.7 Explains how the democratic process could be used for decision making within the family.

/	/	/	/

2.8.8 Explains importance of respecting individual privacy.

/	/	/	/

2.8.9 States reasons for respecting property of family members.

/	/	/	/

2.8.10

/	/	/	/

2.8.11

/	/	/	/

Authority

2.9.0 Is informed about and interested in complying with laws.

2.9.1 Gives reasons for establishing classroom rules.

/	/	/	/

2.9.2 Identifies classroom and school rules.

/	/	/	/

2.9.3 Follows classroom and school rules.

/	/	/	/

2.9.4 Gives reasons for existence of laws.

/	/	/	/

2.9.5 Identifies rules and laws of the community.

/	/	/	/

2.9.6 Follows rules and laws of the community.

/	/	/	/

2.9.7 Identifies national laws.

/	/	/	/

2.9.8 Identifies laws governing ownership of property.

/	/	/	/

2.9.9 Identifies motor vehicle laws.

/	/	/	/

2.9.10 Identifies laws governing contracts.

/	/	/	/

2.9.11 Identifies laws governing marriage.

/	/	/	/

2.9.12

/	/	/	/

2.9.13

/	/	/	/

Dependency

2.10.0 Asks reliable sources for direction or assistance.

2.10.1 Develops an appropriate routine for asking for direction or assistance.

/	/	/	/

2.10.2 Identifies appropriate friends and relatives for direction or assistance.

/	/	/	/

2.10.3 Identifies appropriate school personnel for direction or assistance.

/	/	/	/

2.10.4 Identifies appropriate community agencies to ask for direction or assistance.

/	/	/	/

2.10.5 Identifies appropriate state and federal agencies to ask for direction or assistance.

/	/	/	/

2.10.6

/	/	/	/

2.10.7

/	/	/	/

2.11.0 Describes a course of action if lost.

2.11.1 States the steps to take if lost at school.

/	/	/	/

2.11.2 States the steps to take if lost in the community.

/	/	/	/

2.11.3 States the steps to take if lost in the out-of-doors.

/	/	/	/

2.11.4

/	/	/	/

2.11.5

/	/	/	/

General Knowledge

2.12.0 Gives evidence of being aware of current events.

2.12.1 Relates appropriate family activities.

/	/	/	/

2.12.2 Identifies community events.

/	/	/	/

2.12.3 Reports on and discusses state and national events.

/	/	/	/

2.12.4

/	/	/	/

2.12.5

/	/	/	/

2.13.0 Indicates a knowledge of the contribution of famous Americans.

2.13.1 States the names and contributions of famous Americans in politics.

/	/	/	/

2.13.2 Describes the contribution of famous American scientists.

/	/	/	/

2.13.3 States the contribution to America by famous explorers.

/	/	/	/

2.13.4 States the contribution made to the United States by famous business and labor leaders.

/	/	/	/

2.13.5 States the contribution to the United States made by famous medical scientists.

/	/	/	/

2.13.6

/	/	/	/

2.13.7

/	/	/	/

2.14.0 Gives evidence of being aware of United States traditions, customs, values.

2.14.1 Recites the "Pledge of Allegiance."

/	/	/	/

2.14.2 Sings the national anthem.

/	/	/	/

2.14.3 Names national holidays and their purposes.

/	/	/	/

2.14.4 Describes the importance of the individual's role in a democratic society.

/	/	/	/

2.14.5 Describes the contribution of various nationalities and minority groups to the United States.

/	/	/	/

2.14.6 Indicates a knowledge of the Constitution of the United States.

/	/	/	/

2.14.7 Relates the Bill of Rights to present day living.

/	/	/	/

2.14.8

/	/	/	/

2.14.9

/	/	/	/

2.15.0 Indicates a knowledge of the cultures and governments of other countries.

2.15.1 Identifies the similarities and differences in housing.

/	/	/	/

2.15.2 Identifies the similarities and differences in dress.

/	/	/	/

2.15.3 Identifies the similarities and differences in language.

/	/	/	/

2.15.4 Identifies the similarities and differences in transportation.

/	/	/	/

2.15.5 Identifies the similarities and differences in industry.

/	/	/	/

2.15.6 Identifies the similarities and differences in government.

/	/	/	/

2.15.7

/	/	/	/

2.15.8

/	/	/	/

2.16.0 Gives evidence of recognizing the basic structure of our government.

2.16.1 Identifies role of local government.

/	/	/	/

2.16.2 Identifies role of state government.

/	/	/	/

2.16.3 Identifies role of federal government.

/	/	/	/

2.16.4 Describes the main services performed by each level of government (local, state, federal).

/	/	/	/

2.16.5 Identifies the names of major officials in federal government.

/	/	/	/

2.16.6 Identifies the names of major officials in state government.

/	/	/	/

2.16.7 Identifies the names of major officials in local government.

/	/	/	/

2.16.8 Names the three branches of government and their responsibilities.

/	/	/	/

2.16.9

/	/	/	/

2.16.10

/	/	/	/

2.17.0 Identifies basic principles of our government.

2.17.1 Explains the meaning of "the will of the majority."

/	/	/	/

2.17.2 Explains the meaning of minority rights.

/	/	/	/

2.17.3 Explains the concepts of representation.

/	/	/	/

2.17.4 Explains the roles and responsibilities of political parties.

/	/	/	/

2.17.5

/	/	/	/

2.17.6

/	/	/	/

2.18.0 Demonstrates a knowledge of voting requirements.

2.18.1 Describes voter registration.

/	/	/	/

2.18.2 Distinguishes among types of elections and when they are held.

/	/	/	/

2.18.3 Describes voting procedures.

/	/	/	/

2.18.4 Identifies ways for becoming informed about candidates and political issues.

/	/	/	/

2.18.5

/	/	/	/

2.18.6

/	/	/	/

AREA 3.0.0
LIVING IN THE ENVIRONMENT

Definition

Living in the Environment addresses daily living skills a student needs in order to manage affairs at home, in school, and in the community. Goals for living in the environment focus on the attainment of practical skills in such areas as cooking, budgeting, and travel.

Rationale for Instruction

An individual must develop various skills required to perform normal activities on a day-to-day basis in order to live independently. Too, since the school is concerned with helping the student achieve skills in all areas of learning, curriculum needs to stress goals which are related to "total" living. For the student with a learning disability, more extensive education may be needed in areas of personal development, and the home environment serves an important function in this area. It follows that the most meaningful program will be one in which the parent and teacher cooperate toward achieving similar goals.

Measurement Model

The teacher's edition includes model criterion measurement statements (CMS) written in such a manner as to clarify the intent of sub-goals and to assist teachers toward developing specific criteria for evaluating individual student performance. Teachers are encouraged to adapt model CMSs and extend them to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 3 and are presented below. Also included are two examples, one at the elementary level, the other at the secondary, extending the model CMS for a specific student or class.

3.0.0 LIVING IN THE ENVIRONMENT

Food

3.10.0 Demonstrates ability to prepare meals.

3.10.4 Prepares lunch.

CMS Given the facilities, ingredients and recipes, the student prepares a lunch satisfactorily as judged by the teacher.

Extended measurement statements:

Elementary
Level

Given the facilities, ingredients and recipes, the student
prepares lunch consisting of a can of tomato soup, a peanut
butter sandwich, fresh fruit, and milk.

Secondary
Level

Given the facilities, ingredients and recipes, the student
prepares a lunch consisting of a package of macaroni and
cheese, tossed green salad, coffee, and cake from a recipe.

AREA 3.0.0
LIVING IN THE ENVIRONMENT

Animals

3.1.0 Cares for a pet.

3.1.1 Maintains housing for a pet.

/	/	/	/

3.1.2 Feeds pet daily.

/	/	/	/

3.1.3 Arranges pet's living area.

/	/	/	/

3.1.4 Identifies special needs of pet.

/	/	/	/

3.1.5 Plays with pet.

/	/	/	/

3.1.6 Trains pet.

/	/	/	/

3.1.7 Baths and grooms a pet.

/	/	/	/

3.1.8

/	/	/	/

3.1.9

/	/	/	/

3.2.0 Observes animals.

3.2.1 Identifies wild animals.

/	/	/	/

3.2.2 Identifies domestic animals.

/	/	/	/

3.2.3 Identifies common pets.

/	/	/	/

3.2.4 Identifies growth process in animals.

/	/	/	/

3.2.5

/	/	/	/

3.2.6

/	/	/	/

Plants

3.3.0 Observes and grows plants.

3.3.1 Identifies familiar plants.

/	/	/	/

3.3.2 Identifies essential elements for plant growth.

/	/	/	/

3.3.3 Grows own plant.

/	/	/	/

3.3.4 Grows a garden.

/	/	/	/

3.3.5

/	/	/	/

3.3.6

/	/	/	/

Weather

3.4.0 Observes and uses weather information.

3.4.1 Describes types of weather.

/	/	/	/

3.4.2 Identifies present weather conditions.

/	/	/	/

3.4.3 Reads weather report in newspaper.

/	/	/	/

3.4.4 Describes weather reported on television.

/	/	/	/

3.4.5 Reads a thermometer.

/	/	/	/

3.4.6 Reads a barometer.

/	/	/	/

3.4.7 Describes the weather associated with the four seasons.

/	/	/	/

3.4.8

/	/	/	/

3.4.9

/	/	/	/

Natural Resources

3.5.0 Observes natural resources.

3.5.1 Identifies natural resources.

/	/	/	/

3.5.2 Describes the utilization of natural resources.

/	/	/	/

3.5.3 Describes seasonal factors which affect natural resources.

/	/	/	/

3.5.4 Describes types of human behavior which help contribute to the supply of natural resources.

/	/	/	/

3.5.5 Describes types of human behavior which can be harmful to natural resources.

/	/	/	/

3.5.6

/	/	/	/

3.5.7

/	/	/	/

3.6.0 Practices conservation of natural resources.

3.6.1 Explains conservation.

/	/	/	/

3.6.2 Describes conservation needs at home and school.

/	/	/	/

3.6.3 Describes personal conservation efforts at home and at school.

/	/	/	/

3.6.4 Describes conservation needs in the community and the state.

/	/	/	/

3.6.5 States own conservation efforts in community and state.

/	/	/	/

3.6.6 Explains conservation laws.

/	/	/	/

3.6.7

/	/	/	/

3.6.8

/	/	/	/

Food

3.7.0 Demonstrates a knowledge of foods.

3.7.1 Identifies common vegetables.

/	/	/	/

3.7.2 Identifies common fruit.

/	/	/	/

3.7.3 Identifies common dairy products.

/	/	/	/

3.7.4 Identifies common meats and fish.

/	/	/	/

3.7.5 Identifies common breads and cereals.

/	/	/	/

3.7.6 Identifies foods eaten at certain meals.

/	/	/	/

3.7.7 Identifies economical food purchases.

/	/	/	/

3.7.8

/	/	/	/

3.7.9

/	/	/	/

3.8.0 Demonstrates basic food preparation skills.

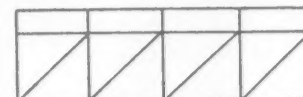
3.8.1 Opens and closes containers.



3.8.2 Measures with spoons: tsp., tbsp.



3.8.3 Measures with measuring cups.



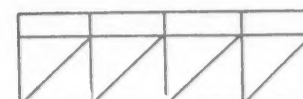
3.8.4 Cuts with knife: slices, peels.



3.8.5 Spreads.



3.8.6 Mashes.



3.8.7 Grates.



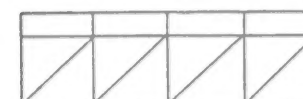
3.8.8 Sifts.



3.8.9 Mixes.



3.8.10 Blends.



3.8.11 Folds.



3.8.12



3.8.13



3.9.0 Employs kitchen appliances.

3.9.1 Operates hand can opener.



3.9.2 Operates automatic can opener.



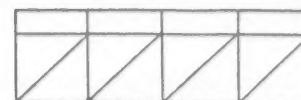
3.9.3 Operates stove burner.



3.9.4 Operates stove oven.



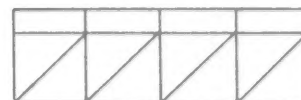
3.9.5 Operates hand beater.



3.9.6 Operates automatic mixer.



3.9.7 Operates electric frying pan.



3.9.8 Operates waffle iron.



3.9.9 Operates toaster.

/	/	/	/

3.9.10 Operates refrigerator controls.

/	/	/	/

3.9.11 Operates automatic coffee pot.

/	/	/	/

3.9.12 Operates electric grill.

/	/	/	/

3.9.13

/	/	/	/

3.9.14

/	/	/	/

3.10.0 Demonstrates ability to prepare meals.

3.10.1 Selects an appropriate simple recipe.

/	/	/	/

3.10.2 Follows a simple recipe.

/	/	/	/

3.10.3 Prepares breakfast.

/	/	/	/

3.10.4 Prepares lunch.

/	/	/	/

3.10.5 Prepares dinner.

/	/	/	/

3.10.6 Prepares snacks.

/	/	/	/

3.10.7 Practices sanitation.

/	/	/	/

3.10.8 Sets table correctly.

/	/	/	/

3.10.9 Serves meals correctly.

/	/	/	/

3.10.10 Cleans up after meals.

/	/	/	/

3.10.11 Covers food correctly.

/	/	/	/

3.10.12 Stores food properly in refrigerator.

/	/	/	/

3.10.13 Stores food in a cupboard.

/	/	/	/

3.10.14

/	/	/	/

3.10.15

/	/	/	/

3.11.0 Demonstrates proper mealtime habits.

3.11.1 Uses utensils correctly.

/	/	/	/

3.11.2 Chews food properly.

/	/	/	/

3.11.3 Uses napkin correctly.

/	/	/	/

3.11.4 Handles dishware correctly.

/	/	/	/

3.11.5 Passes food correctly.

/	/	/	/

3.11.6 Asks for food correctly.

/	/	/	/

3.11.7 Receives food correctly.

/	/	/	/

3.11.8 Exhibits good table posture.

/	/	/	/

3.11.9

/	/	/	/

3.11.10

/	/	/	/

Clothing

3.12.0 Performs self-help skills.

3.12.1 Removes garments.

/	/	/	/

3.12.2 Puts on garments.

/	/	/	/

3.12.3 Snaps snaps.

/	/	/	/

3.12.4 Buttons buttons.

/	/	/	/

3.12.5 Zips zippers.

/	/	/	/

3.12.6 Hooks hooks.

/	/	/	/

3.12.7 Laces shoes.

/	/	/	/

3.12.8 Ties shoes.

/	/	/	/

3.12.9 Fastens fasteners.

/	/	/	/

3.12.10 Buckles buckles.

/	/	/	/

3.12.11

/	/	/	/

3.12.12

/	/	/	/

3.13.0 Selects clothing.

3.13.1 Selects own clothing daily.

/	/	/	/

3.13.2 Wears appropriate clothing for the occasion.

/	/	/	/

3.13.3 Selects appropriate clothing for the season.

/	/	/	/

3.13.4 Selects appropriate fabrics for clothing.

/	/	/	/

3.13.5 Plans clothing purchases.

/	/	/	/

3.13.6

/	/	/	/

3.13.7

/	/	/	/

3.13.7

/	/	/	/

3.14.0 Maintains clothing.

3.14.1 Hangs up clothing.

/	/	/	/

3.14.2 Folds clothing.

/	/	/	/

3.14.3 Sorts clothing.

/	/	/	/

3.14.4 Stores clothing.

/	/	/	/

3.14.5 Keeps clothing neat and clean.

/	/	/	/

3.14.6 Polishes shoes.

/	/	/	/

3.14.7 Cleans various fabrics.

/	/	/	/

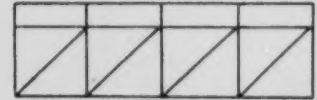
3.14.8 Repairs clothing.

/	/	/	/

3.14.9

/	/	/	/

3.14.10



3.15.0 Prepares clothing for wearing.

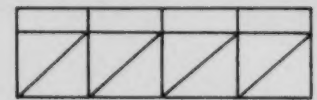
3.15.1 Reads labels on clothing.



3.15.2 Washes clothing by hand.



3.15.3 Washes clothing by machine.



3.15.4 Dries clothing by hanging.



3.15.5 Dries clothing by machine.



3.15.6 Prepares clothing for ironing.



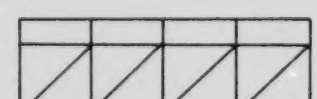
3.15.7 Irons clothing without steam.



3.15.8 Irons clothing with steam.



3.15.9



3.15.10



3.16.0 Demonstrates basic sewing skills.

3.16.1 Threads a needle.



3.16.2 Sews by hand.



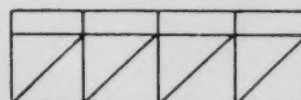
3.16.3 Sews by machine.



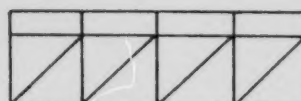
3.16.4 Sews on buttons.



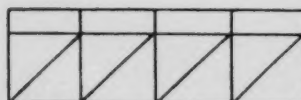
3.16.5 Hems by hand.



3.16.6 Mends seams.



3.16.7 Patches by hand.



3.16.8 Patches with iron-ons.



3.16.9

/	/	/	/

3.16.10

/	/	/	/

Travel

3.17.0 Demonstrates knowledge of community transportation and travel.

3.17.1 Identifies modes of personal transportation.

/	/	/	/

3.17.2 Identifies safety factors associated with transportation.

/	/	/	/

3.17.3 Interprets travel information.

/	/	/	/

3.17.4 Reads maps.

/	/	/	/

3.17.5

/	/	/	/

3.17.6

/	/	/	/

3.18.0 Utilizes transportation correctly and safely.

3.18.1 Demonstrates pedestrian rules for walking.

/	/	/	/

3.18.2 Demonstrates safety rules for bicycle riding.

/	/	/	/

3.18.3 Demonstrates appropriate behavior as a passenger in an automobile.

/	/	/	/

3.18.4 Observes school bus rules.

/	/	/	/

3.18.7 Explains railroad passenger service.

/	/	/	/

3.18.8 Explains airline passenger service.

/	/	/	/

3.18.9

/	/	/	/

3.18.10

/	/	/	/

Community Services

3.19.0 Communicates knowledge of services which provide assistance.

3.19.1 Describes services of police department.

/	/	/	/

3.19.2 Describes services of fire department.

/	/	/	/

3.19.3 Describes services of post office.

/	/	/	/

3.19.4 Describes services of utility companies.

/	/	/	/

3.19.5 Describes community legal services.

/	/	/	/

3.19.6 Describes community social services.

/	/	/	/

3.19.7 Describes community vocational services.

/	/	/	/

3.19.8 Describes community health department services.

/	/	/	/

3.19.9 Describes community religious organizations.

/	/	/	/

3.19.10 Describes services of community/state agencies.

/	/	/	/

3.19.11

/	/	/	/

3.19.12

/	/	/	/

3.20.0 Demonstrates ability to obtain needed service.

3.20.1 Correctly locates and contacts
police department.

/	/	/	/

3.20.2 Correctly locates and contacts
fire department.

/	/	/	/

3.20.3 Correctly locates and contacts
public health service.

/	/	/	/

3.20.4 Correctly locates and contacts
sanitation department.

/	/	/	/

3.20.5 Correctly locates and contacts
telephone company.

/	/	/	/

3.20.6 Correctly locates and contacts
post office.

/	/	/	/

3.20.7 Correctly locates and contacts
financial services.

/	/	/	/

3.20.8 Correctly locates and utilizes
services of religious organiza-
tions.

/	/	/	/

3.20.9 Correctly locates and contacts
vocational services.

/	/	/	/

3.20.10

/	/	/	/

3.20.11

/	/	/	/

Communication Media

3.21.0 Uses telephone correctly.

3.21.1 Identifies basic types of telephone calls.

/	/	/	/

3.21.2 Operates various types of telephones.

/	/	/	/

3.21.3 Uses proper telephone manners.

/	/	/	/

3.21.4 Uses telephone for various types of calls.

/	/	/	/

3.21.5 Uses the telephone directory.

/	/	/	/

3.21.6 Demonstrates ability to use public pay telephone.

/	/	/	/

3.21.7

/	/	/	/

3.21.8

/	/	/	/

3.22.0 Demonstrates use of communication media.

3.22.1 Mails a letter.

/	/	/	/

3.22.2 Explains a telegram.

/	/	/	/

3.22.3 Reads magazines.

/	/	/	/

3.22.4 Reads newspapers.

/	/	/	/

3.22.5 Watches informational TV program.

/	/	/	/

3.22.6 Listens to informational radio programs.

/	/	/	/

3.22.7

/	/	/	/

3.22.8

/	/	/	/

Home Maintenance and Improvement

3.23.0 Demonstrates knowledge of items needed for maintenance.

3.23.1 Identifies tools for particular tasks.

/	/	/	/

3.23.2 Identifies cleaning agents and materials for particular tasks.

/	/	/	/

3.23.2 Identifies appliances for particular tasks.

/	/	/	/

3.23.4 Identifies clothing for particular tasks.

/	/	/	/

3.23.5

/	/	/	/

3.23.6

/	/	/	/

3.24.0 Performs simple household chores.

3.24.1 Keeps record of duties performed at home.

/	/	/	/

3.24.2 Independently makes bed daily.

/	/	/	/

3.24.3 Independently cleans bedroom.



3.24.4 Independently washes woodwork.



3.24.5 Independently dusts furniture.



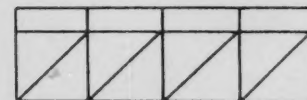
3.24.6 Independently polishes furniture.



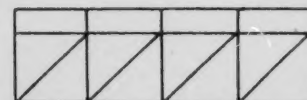
3.24.7 Independently sweeps floor.



3.24.8 Independently vacuums floor.



3.24.9 Independently waxes floor.



3.24.10 Independently washes windows.



3.24.11 Independently washes and dries dishes.



3.24.12 Independently uses dishwasher.



3.24.13 Independently empties garbage.



3.24.14 Independently uses garbage disposal.

/	/	/	/

3.24.15 Puts away objects when finished.

/	/	/	/

3.24.16

/	/	/	/

3.24.17

/	/	/	/

3.25.0 Performs more complex home improvement tasks.

3.25.1 Paints objects at home.

/	/	/	/

3.25.2 Constructs items at home.

/	/	/	/

3.25.3 Repairs items at home.

/	/	/	/

3.25.4

/	/	/	/

3.25.5

/	/	/	/

3.26.0 Demonstrates landscaping skills.

3.26.1 Correctly employs hand tools.

/	/	/	/

3.26.2 Correctly employs hand-operated power tools.

/	/	/	/

3.26.3 Mows lawn.

/	/	/	/

3.26.4 Trims lawn.

/	/	/	/

3.26.5 Rakes grass/leaves.

/	/	/	/

3.26.6 Clips bushes/hedges.

/	/	/	/

3.26.7 Pulls weeds.

/	/	/	/

3.26.8 Correctly stores tools.

/	/	/	/

3.26.9 Waters lawn/shrubs.

/	/	/	/

3.26.10 Fertilizes lawn/garden.

/	/	/	/

3.26.11 Puts trash/clippings in appropriate containers.

/	/	/	/

3.26.12 Sweeps walkways.

/	/	/	/

3.26.13

/	/	/	/

3.26.14

/	/	/	/

Budgeting

3.27.0 Manages financial affairs.

3.27.1 Accounts for personal income.

/	/	/	/

3.27.2 Accounts for personal money spent.

/	/	/	/

3.27.3 Employs a savings account.

/	/	/	/

3.27.4 Uses a checking account.

/	/	/	/

3.27.5 Prepares a personal budget.

/	/	/	/

3.27.6 Demonstrates knowledge of charge accounts.

/	/	/	/

3.27.7 Demonstrates knowledge of credit cards.

/	/	/	/

3.27.8 Demonstrates knowledge of comparative shopping.

/	/	/	/

3.27.9 Demonstrates knowledge of "layaway" shopping.

/	/	/	/

3.27.10 Demonstrates knowledge of credit ratings.

/	/	/	/

3.27.11 Demonstrates knowledge of interest rates in credit buying.

/	/	/	/

3.27.12 Explains the relationship between income and expenses.

/	/	/	/

3.27.13 Explains obligations in borrowing money from family and friends.

/	/	/	/

3.27.14 Explains obligations in borrowing money from banks.

/	/	/	/

3.27.15 Explains obligations in borrowing money from loan companies.

/	/	/	/

3.27.16 Explains the reasons for obtaining various kinds of insurance.

/	/	/	/

3.27.17

/	/	/	/

3.27.18

/	/	/	/

Child Care

3.28.0 Performs child care skills.

3.28.1 Assists in supervising younger children.

/	/	/	/

3.28.2 Supervises younger children independently.

/	/	/	/

3.28.3 Assists in planning activities for younger children.

/	/	/	/

3.28.4 Plans activities for younger children independently.

/	/	/	/

3.28.5 Trains formally to be a babysitter.

/	/	/	/

3.28.6 Explains infant care techniques.

/	/	/	/

3.28.7 Babysits younger children.

/	/	/	/

3.28.8 Babysits and cares for a baby.

/	/	/	/

3.28.9 Earns money for babysitting services.

/	/	/	/

3.28.10

/	/	/	/

3.28.11

/	/	/	/

Post-School Adjustment

3.29.0 Demonstrates a knowledge of residency.

3.29.1 Identifies responsibilities to the family when living at home.

/	/	/	/

3.29.2 Identifies responsibilities of boarding in a private home.

/	/	/	/

3.29.3 Identifies responsibilities of the renter.

/	/	/	/

3.29.4 Identifies responsibilities of living in a half-way house.

/	/	/	/

3.29.5 Identifies responsibilities of leasing.

/	/	/	/

3.29.6 Identifies responsibilities of buying a home.

/	/	/	/

3.29.7 Identifies major purchases necessary for living on an independent basis.

/	/	/	/

3.29.8 Demonstrates a knowledge of basic utility costs.

/	/	/	/

3.29.9

/	/	/	/

3.29.10

/	/	/	/

3.30.0 Demonstrates knowledge of marriage responsibilities.

3.30.1 Explains the meaning of an engagement.

/	/	/	/

3.30.2 Describes the purpose of a marriage license.

/	/	/	/

3.30.3 Describes reasons for medical examination before marriage.

/	/	/	/

3.30.4 Describes the types of legal (civil/religious) marriage ceremonies.

/	/	/	/

3.30.5 Demonstrates when and where to seek marriage/family counseling.

/	/	/	/

3.30.6 Demonstrates knowledge of potential results in terminating a marriage.

/	/	/	/

3.30.7

/	/	/	/

3.30.8

/	/	/	/

3.31.0 Defines responsibilities of family living.

3.31.1 Compares single and married life.

/	/	/	/

3.31.2 Identifies wage provider(s).

/	/	/	/

3.31.3 Identifies decision-maker(s).

/	/	/	/

3.31.4 Identifies who prepares food.

/	/	/	/

3.31.5 Identifies who cares for children.

/	/	/	/

3.31.6 Identifies who handles financial affairs.

/	/	/	/

3.31.7 Identifies maintenance responsibilities.

/	/	/	/

3.31.8

/	/	/	/

3.31.9

/	/	/	/

*3.32.0 Demonstrates knowledge of family planning.

3.32.1 Identifies health problems which are communicable.

/	/	/	/

3.32.2 Demonstrates knowledge of effects of population on the environment.

/	/	/	/

3.32.3

/	/	/	/

3.32.4

/	/	/	/

*Family planning should be taught after consent has been received from parents, the community family planning committee, and the school district administration.

AREA 4.0.0 CAREER EDUCATION

Definition

Career Education refers to habits, attitudes and skills required for success in a given occupation. Goals for career education focus on work orientation, job performance for both in-school and out-of-school work placements, and career exploration.

Rationale for Instruction

Preparation for adult responsibilities should include a decision about one's economic contribution to society, usually as a member of the work force. The school helps the student to develop and reinforce this concept of work through instruction at all levels of the school curriculum. The elementary teacher's expectations in the areas of promptness, responsibility, and task completion help to prepare students for later occupational success; teachers at the intermediate, junior high, and senior high school levels help reinforce attitudes about work. In addition, the teacher assists the student toward acquiring specific prevocational skills which lead toward independence and employment in the future. Any student, regardless of learning level, has the right to work in a field that is compatible with the student's abilities and offers personal satisfaction as well. In this regard the cooperation of the school and community is essential--teachers, parents, work coordinators, DVR counselors, and employers need to work together to help the student realize full potential for work.

Measurement Model

The teacher's edition includes model criterion measurement statements (CMS) written in such a manner as to clarify the intent of sub-goals and to assist teachers toward developing specific criteria for evaluating individual student performance. Teachers are encouraged to adapt model CMSs and extend them to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 4 and are presented below. Also included are two examples, one at the elementary level, the other at the secondary, extending the model CMS for a specific student or class.

4.0.0 CAREER EDUCATION

Work Orientation

4.3.0 Demonstrates correct use of equipment and materials for an assigned work task.

4.3.1 Uses equipment correctly.

CMS

Given proper training in the use of equipment related to a work task, the student correctly uses the equipment a majority of the time.

Extended measurement statements:

Elementary
Level

Given instruction in the proper use of classroom equipment (scissors, pencil sharpener), the student correctly uses the equipment, as observed by the teacher.

Secondary
Level

Given instruction in the proper use of equipment (bandsaw, sewing machine, dishwasher), the student correctly uses the equipment as observed by an employer, teacher, or parent/guardian.

AREA 4.0.0
CAREER EDUCATION

Basic Work Habits

4.1.0 Completes assigned work tasks.

4.1.1 Describes steps in task to be completed.

/	/	/	/

4.1.2 Performs task with supervision.

/	/	/	/

4.1.3 Completes task based on one oral direction.

/	/	/	/

4.1.4 Completes task based on one written direction.

/	/	/	/

4.1.5 Completes task based on multiple oral directions.

/	/	/	/

4.1.6 Completes task based on multiple written directions.

/	/	/	/

4.1.7 Completes regularly assigned work tasks.

/	/	/	/

4.1.8 Performs task without supervision.

/	/	/	/

4.1.9 Checks work for acceptable performance.

/	/	/	/

4.1.10 Avoids repeating past error.

/	/	/	/

4.1.11

/	/	/	/

4.1.12

/	/	/	/

4.2.0 Demonstrates a willingness to perform assigned work tasks.

4.2.1 Identifies reasons why a task is necessary.

/	/	/	/

4.2.2 Selects appropriate time and place to express dissatisfaction.

/	/	/	/

4.2.3 Shows satisfaction with completed work.

/	/	/	/

4.2.4 Demonstrates acceptable attitude on work assignment.

/	/	/	/

4.2.5

/	/	/	/

4.2.6

/	/	/	/

4.3.0 Demonstrates correct use of equipment and materials for an assigned work task.

4.3.1 Uses equipment correctly.

/	/	/	/

4.3.2 Uses materials correctly.

/	/	/	/

4.3.3

/	/	/	/

4.3.4

/	/	/	/

4.4.0 Cleans work area after task is completed.

4.4.1 Identifies equipment to be cleaned.

/	/	/	/

4.4.2 Identifies area to be cleaned.

/	/	/	/

4.4.3 Cleans equipment.

/	/	/	/

4.4.4 Cleans area.

/	/	/	/

4.4.5 Returns supplies and equipment.

/	/	/	/

4.4.6

/	/	/	/

4.4.7

/	/	/	/

4.5.0 Cooperates in performing a group task.

4.5.1 Describes the group's task.

/	/	/	/

4.5.2 Describes task.

/	/	/	/

4.5.3 Performs task.

/	/	/	/

4.5.4 Avoids hindering others.

/	/	/	/

4.5.5

/	/	/	/

4.5.6

/	/	/	/

4.6.0 Asks for assistance with work tasks when needed.

4.6.1 Identifies when to ask for assistance.

/	/	/	/

4.6.2 Identifies the appropriate person to ask for assistance.

/	/	/	/

4.6.3 Asks for assistance when needed.

/	/	/	/

4.6.4

/	/	/	/

4.6.5

/	/	/	/

Career Exploration

4.7.0 Demonstrates knowledge of possible school work stations.

4.7.1 Locates stations.

/	/	/	/

4.7.2 Describes services performed
in each station.

/	/	/	/

4.7.3 Identifies career possibilities
in each station.

/	/	/	/

4.7.4

/	/	/	/

4.7.5

/	/	/	/

4.8.0 Grooms appropriately for work tasks.

4.8.1 Identifies appropriate dress
for in-school work tasks.

/	/	/	/

4.8.2 Identifies inappropriate dress
for in-school work tasks.

/	/	/	/

4.8.3 Identifies appropriate dress
for out-of-school work tasks.

/	/	/	/

4.8.4 Identifies nonappropriate dress
for out-of-school work tasks.

/	/	/	/

4.8.5 Dresses appropriately for work
tasks.

/	/	/	/

4.8.6 Meets employer's standards for
cleanliness.

/	/	/	/

4.8.7

/	/	/	/

4.8.8

/	/	/	/

4.9.0 Demonstrates vocational safety.

4.9.1 Identifies appropriate safety
procedures.

/	/	/	/

4.9.2 Practices appropriate safety
procedures.

/	/	/	/

4.9.3 Identifies basic warning signs associated with work stations.

/	/	/	/

4.9.4

/	/	/	/

4.9.5

/	/	/	/

4.10.0 Attends to work-caused injuries.

4.10.1 Recognizes and reports all injuries.

/	/	/	/

4.10.2 Seeks proper attention for injury.

/	/	/	/

4.10.3 Can complete accident forms accurately.

/	/	/	/

4.10.4

/	/	/	/

4.10.5

/	/	/	/

4.11.0 Observes work time schedules.

4.11.1 Arrives on time.

/	/	/	/

4.11.2 Uses time cards or time clock,
if appropriate.

/	/	/	/

4.11.3 Observes scheduled work breaks.

/	/	/	/

4.11.4 Leaves on time.

/	/	/	/

4.11.5

/	/	/	/

4.11.6

/	/	/	/

4.12.0 Demonstrates appropriate behavior on work placement.

4.12.1 States established rules of
conduct.

/	/	/	/

4.12.2 Converses appropriately with
employer.

/	/	/	/

4.12.3 Converses appropriately with
supervisor.

/	/	/	/

4.12.4 Converses appropriately with
co-workers.

/	/	/	/

4.12.5 Gets along with co-workers.

/	/	/	/

4.12.6 Proceeds appropriately even though other employees are not following the rules.

/	/	/	/

4.12.7

/	/	/	/

4.12.8

/	/	/	/

4.13.0 Attempts several work experiences.

4.13.1 Shows adaptability to various types of jobs.

/	/	/	/

4.13.2 Recognizes positive and negative aspects of assigned work experiences.

/	/	/	/

4.13.3

/	/	/	/

4.13.4

/	/	/	/

4.14.0 Travels to community work stations.

4.14.1 Travels to work with supervision.

/	/	/	/

4.14.2 Travels to work without supervision; arrives on time.

/	/	/	/

4.14.3 Travels to work in the most appropriate manner.

/	/	/	/

4.14.4

/	/	/	/

4.14.5

/	/	/	/

4.15.0 Locates and performs paid odd jobs.

4.15.1 Locates jobs with assistance.

/	/	/	/

4.15.2 Performs job with assistance.

/	/	/	/

4.15.3 Locates jobs without assistance.

/	/	/	/

4.15.4 Performs jobs without assistance.

/	/	/	/

4.15.5

/	/	/	/

4.15.6

/	/	/	/

4.16.0 Interviews for a job.

4.16.1 Selects proper dress.

/	/	/	/

4.16.2 Identifies proper interview technique.

/	/	/	/

4.16.3 Demonstrates confidence and proficiency in job interview situations.

/	/	/	/

4.16.4 Schedules interview by letter.

/	/	/	/

4.16.5 Schedules interview by telephone.

/	/	/	/

4.16.6 Schedules interview by personal contact.

/	/	/	/

4.16.7 Completes interview.

/	/	/	/

4.16.8 Voluntarily re-contacts employer when appropriate.

/	/	/	/

4.16.9

/	/	/	/

4.16.10

/	/	/	/

4.17.0 Produces required information for job application form.

4.17.1 Memorizes vital statistics.

/	/	/	/

4.17.2 Uses personal information sheet.

/	/	/	/

4.17.3 Completes a job application form.

/	/	/	/

4.17.4 Accurately completes W-4 form.

/	/	/	/

4.17.5 Accurately completes insurance forms,
with assistance if needed.

/	/	/	/

4.17.6 Completes payroll information forms.

/	/	/	/

4.17.7 Accurately completes other necessary
forms.

/	/	/	/

4.17.8

/	/	/	/

4.17.9

/	/	/	/

4.18.0 Uses evaluation by others to improve work performance.

4.18.1 Identifies significant points
of evaluation by another.

/	/	/	/

4.18.2 Makes changes in work perfor-
mance as a result of evaluation.

/	/	/	/

4.18.3

/	/	/	/

4.18.4

/	/	/	/

4.19.0 Demonstrates knowledge of the employer/employee relationship.

4.19.1 Identifies responsibilities
of the employer.

/	/	/	/

4.19.2 Identifies responsibilities
of the employee.

/	/	/	/

4.19.3 Identifies responsibilities
of co-workers.

/	/	/	/

4.19.4 Identifies authority of
co-workers.

/	/	/	/

4.19.5

/	/	/	/

4.19.6

/	/	/	/

4.20.0 Notifies employer of absences.

4.20.1 Notifies employer in advance
of planned absence.

/	/	/	/

4.20.2 Promptly notifies employer in event of emergency absence.

/	/	/	/

4.20.3

/	/	/	/

4.20.4

/	/	/	/

4.21.0 Performs tasks related to job but not of primary responsibility.

4.21.1 Identifies nonassigned tasks which the student is able to perform.

/	/	/	/

4.21.2 Performs nonassigned tasks during appropriate times.

/	/	/	/

4.21.3

/	/	/	/

4.21.4

/	/	/	/

4.22.0 Demonstrates knowledge of paycheck deductions.

4.22.1 Demonstrates understanding of Social Security deductions.

/	/	/	/

4.22.2 Identifies federal income tax deductions.

/	/	/	/

4.22.3 Describes state income tax deduction.

/	/	/	/

4.22.4 Identifies worker's compensation deductions.

/	/	/	/

4.22.5 Describes other deductions.

/	/	/	/

4.22.6

/	/	/	/

4.22.7

/	/	/	/

4.23.0 Checks paycheck for accuracy.

4.23.1 States pay rate.

/	/	/	/

4.23.2 Records time worked, including overtime.

/	/	/	/

4.23.3 Computes gross salary, or wages, and overtime.

/	/	/	/

4.23.4 Accounts for deductions.

/	/	/	/

4.23.5 Computes net salary.

/	/	/	/

4.23.6

/	/	/	/

4.23.7

/	/	/	/

4.24.0 Demonstrates a knowledge of unemployment.

4.24.1 Lists possible causes of unemployment.

/	/	/	/

4.24.2 Describes some of the consequences of unemployment.

/	/	/	/

4.24.3 Identifies the agencies which assist the unemployed.

/	/	/	/

4.24.4 Locates agencies which assist the unemployed.

/	/	/	/

4.24.5 Demonstrates knowledge of unemployment benefits.

/	/	/	/

4.24.6

/	/	/	/

4.24.7

/	/	/	/

4.25.0 Demonstrates a knowledge of laws and regulations controlling employment.

4.25.1 Demonstrates a knowledge of minimum wage laws.

/	/	/	/

4.25.2 Demonstrates a knowledge of child labor laws.

/	/	/	/

4.25.3 Demonstrates a knowledge of labor organizations.

/	/	/	/

4.25.4 Demonstrates a knowledge of contracts.

/	/	/	/

4.25.5

/	/	/	/

4.25.6

/	/	/	/

4.25.7

/	/	/	/

Career Preparation

4.26.0 Demonstrates a knowledge of the jobs associated with a selected career cluster.

4.26.1 Describes entry-level jobs associated with a given career cluster.

/	/	/	/

4.26.2 Describes various work skills associated with a given career cluster.

/	/	/	/

4.26.3 Identifies local businesses related to a given career cluster.

/	/	/	/

4.26.4

/	/	/	/

4.26.5

/	/	/	/

4.27.0 Develops a vocational goal.

4.27.1 Selects a vocational goal.

/	/	/	/

4.27.2 Lists steps in achieving the vocational goal.

/	/	/	/

4.27.3 Uses appropriate school assistance in reaching the vocational goal.

/	/	/	/

4.27.4 Uses appropriate community services in reaching the goal.

/	/	/	/

4.27.5 Demonstrates knowledge that recommendations influence future job placement/employment.

/	/	/	/

4.27.6

/	/	/	/

4.27.7

/	/	/	/

4.28.0 Identifies employment resources.

4.28.1 Identifies friends, relatives and neighbors who can assist in finding a job.

/	/	/	/

4.28.2 Identifies work experience coordinator as a resource in finding a job.

/	/	/	/

4.28.3 Identifies Vocational Rehabilitation as a resource for finding a job.

/	/	/	/

4.28.4 Identifies the Employment Division as a resource for finding a job.

/	/	/	/

4.28.5 Demonstrates a knowledge of the advantages and disadvantages of private employment agencies.

/	/	/	/

4.28.6 Utilizes newspaper want ads as a resource for finding a job.

/	/	/	/

4.28.7

/	/	/	/

4.28.8

/	/	/	/

AREA 5.0.0
HUMAN ECOLOGY

Definition

Human Ecology refers to improving the physical well-being of the student. Emphasis is placed on helping the student become more aware of the influence of the environment on the individual and how the individual can control or adjust the situation to improve living conditions personally and for others. Goals for human ecology focus on health, physical education, family living, and safety.

Rationale for Instruction

Caring for one's physical well-being is an ongoing responsibility, and it is important that each individual assume responsibility for physical health in order to benefit both the self and others. Much of one's ability to become economically self-supporting depends upon being healthy. School plays an important part in helping the student to develop appropriate attitudes and skills in the areas of health, including helping the student to know about personal growth and development methods for maintaining physical well-being. Skills in this area should be developed early and emphasized throughout the student's school career. Since a number of goals in this area involve the family, it is essential that the parent and teacher cooperate toward helping students become more competent in this area.

Measurement Model

The teacher's edition includes model criterion measurement statements (CMS) written in such a manner as to clarify the intent of sub-goals and to assist teachers toward developing specific criteria for evaluating individual student performance. Teachers are encouraged to adapt model CMSs and extend them to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 5 and are presented below. Also included are two examples, one at the elementary level, the other at the secondary, extending the model CMS for a specific student or class.

5.0.0 HUMAN ECOLOGY

Health

5.9.0 Demonstrates a knowledge of habit-forming drugs.

5.9.2 Describes effects of consuming alcoholic beverages.

CMS Given instruction, the student, either orally or in writing, describes at least three effects of consuming alcoholic beverages to the instructor.

Extended measurement statements:

Elementary
Level

Following instruction about the effects of consuming alcoholic beverages, the student describes three effects of alcoholic beverages to the class.

Secondary
Level

Following instruction about the effects of consuming alcoholic beverages on a true-false test, the student correctly identifies ten effects of consuming alcoholic beverages.

AREA 5.0.0
HUMAN ECOLOGY

Health

5.1.0 Demonstrates knowledge of the human body.

5.1.1 Identifies major parts of the body.

/	/	/	/

5.1.2 Describes the function of body organs.

/	/	/	/

5.1.3 Identifies the five senses.

/	/	/	/

5.1.4

/	/	/	/

5.1.5

/	/	/	/

5.2.0 Demonstrates skills necessary to keep the body clean.

5.2.1 Washes hands.

/	/	/	/

5.2.2 Washes face.

/	/	/	/

5.2.3 Washes neck and ears.

/	/	/	/

5.2.4 Bathes or showers.

/	/	/	/

5.2.5 Cleans fingernails.

/	/	/	/

5.2.6 Cleans teeth.

/	/	/	/

5.2.7 Washes hair.

/	/	/	/

5.2.8

/	/	/	/

5.2.9

/	/	/	/

5.3.0 Demonstrates good personal hygiene.

5.3.1 Washes hands before eating.

/	/	/	/

5.3.2 Washes hands after using the toilet.

/	/	/	/

5.3.3 Brushes teeth after meals.

/	/	/	/

5.3.4 Exhibits good oral hygiene habits.

/	/	/	/

5.3.5 Shaves.

/	/	/	/

5.3.6 Uses deodorants.

/	/	/	/

5.3.7 Grooms hair.

/	/	/	/

5.3.8 Uses cosmetics appropriately.

/	/	/	/

5.3.9 Wears clean clothes.

/	/	/	/

5.3.10 Covers mouth and turns face
when coughing or sneezing.

/	/	/	/

5.3.11 Blows nose correctly.

/	/	/	/

5.3.12 Keeps fingers and foreign ob-
jects from eyes, ears, nose
and mouth.

/	/	/	/

5.3.13 Drinks properly from drinking
fountain.

/	/	/	/

5.3.14 Demonstrates a knowledge of how
to treat minor skin problems.

/	/	/	/

5.3.15

/	/	/	/

5.3.16

/	/	/	/

5.4.0 Demonstrates good nutritional habits.

5.4.1 Identifies reasons for eating nutritious meals.

/	/	/	/

5.4.2 Chooses balanced meals using the four basic food groups (fruits and vegetables, meats, breads and cereals, dairy products).

/	/	/	/

5.4.3 Eats nutritious meals.

/	/	/	/

5.4.4 Describes proper use of vitamins.

/	/	/	/

5.4.5

/	/	/	/

5.4.6

/	/	/	/

5.5.0 Demonstrates understanding of diet problems.

5.5.1 Identifies reasons for controlling body weight.

/	/	/	/

5.5.2 Describes solutions to diet problems.

/	/	/	/

5.5.3 Identifies reasons for consulting doctors about diet problems.

/	/	/	/

5.5.4 Maintains correct weight.

/	/	/	/

5.5.5

/	/	/	/

5.5.6

/	/	/	/

5.6.0 Demonstrates understanding of need for rest.

5.6.1 Describes the importance of adequate sleep.

/	/	/	/

5.6.2 Identifies desirable rules for rest.

/	/	/	/

5.6.3 Describes importance of relaxation.

/	/	/	/

5.6.4 Explains various ways of relaxing.

/	/	/	/

5.6.5 Obtains needed sleep.

/	/	/	/

5.6.6

/	/	/	/

5.6.7

/	/	/	/

5.7.0 Determines potential outdoor dangers to health.

5.7.1 Identifies the danger of over-exposure to cold.

/	/	/	/

5.7.2 Identifies the danger of over-exposure to heat.

/	/	/	/

5.7.3 Identifies the danger of over-exposure to dampness.

/	/	/	/

5.7.4 Identifies the danger of over-exposure to dryness.

/	/	/	/

5.7.5 Identifies poisonous plants.

/	/	/	/

5.7.6 Identifies dangerous animals.

/	/	/	/

5.7.7 Identifies dangerous insects.

/	/	/	/

5.7.8

/	/	/	/

5.7.9

/	/	/	/

5.8.0 Identifies potential danger of certain substances.

5.8.1 Identifies potential dangers
of paints.

/	/	/	/

5.8.2 Identifies potential dangers
of inflammable liquids.

/	/	/	/

5.8.3 Identifies potential dangers
of inflammable materials.

/	/	/	/

5.8.4 Identifies potential dangers
of cleansers.

/	/	/	/

5.8.5 Identifies potential dangers
of cosmetics.

/	/	/	/

5.8.6 Identifies potential dangers
of medicine.

/	/	/	/

5.8.7 Describes potential dangers
of foods.

/	/	/	/

5.8.8

/	/	/	/

5.8.9

/	/	/	/

5.9.0 Demonstrates a knowledge of habit-forming substances.

5.9.1 Describes effects of smoking tobacco.

/	/	/	/

5.9.2 Describes effects of consuming alcoholic beverages.

/	/	/	/

5.9.3 Describes effects of taking common drugs (aspirin, etc.)

/	/	/	/

5.9.4 Describes effects of abusing drugs.

/	/	/	/

5.9.5 Identifies reasons individuals become addicted.

/	/	/	/

5.9.6 Identifies sources for prevention and treatment of addiction.

/	/	/	/

5.9.7

/	/	/	/

5.9.8

/	/	/	/

5.10.0 Demonstrates a knowledge of diseases.

5.10.1 Identifies common communicable diseases (cold, flu).

/	/	/	/

5.10.2 Identifies the effects of common communicable diseases.

/	/	/	/

5.10.3 Identifies symptoms of common communicable diseases.

/	/	/	/

5.10.4 Identifies common noncommunicable diseases or ailments.

/	/	/	/

5.10.5 Identifies the effects of common noncommunicable diseases.

/	/	/	/

5.10.6 Identifies symptoms of common noncommunicable diseases.

/	/	/	/

5.10.7

/	/	/	/

5.10.8

/	/	/	/

5.11.0 Demonstrates knowledge of caring for medical needs.

5.11.1 Identifies common ailments needing only personal attention.

/	/	/	/

5.11.2 Explains how to treat common ailments on a personal basis.

/	/	/	/

5.11.3 Assumes personal responsibility for medication.

/	/	/	/

5.11.4 Identifies illnesses which need a doctor's attention.

/	/	/	/

5.11.5 Identifies injuries needing only personal attention.

/	/	/	/

5.11.6 Identifies injuries which need a doctor's attention.

/	/	/	/

5.11.7 Identifies doctor by name.

/	/	/	/

5.11.8 Describes how to make a doctor's appointment.

/	/	/	/

5.11.9 Names hospital nearest home.

/	/	/	/

5.11.10 Describes reasons for immunization.

/	/	/	/

5.11.11

/	/	/	/

5.11.12

/	/	/	/

5.12.0 Demonstrates knowledge of caring for oral/dental needs.

5.12.1 Brushes teeth correctly.

/	/	/	/

5.12.2 Describes effects of good and poor oral/dental hygiene.

/	/	/	/

5.12.3 Identifies teeth conditions which require professional help.

/	/	/	/

5.12.4 Identifies dentist by name.

/	/	/	/

5.12.5 Describes how to make a dental appointment.

/	/	/	/

5.12.6

/	/	/	/

5.12.7

/	/	/	/

5.13.0 Demonstrates knowledge of appropriate behavior in emergency situations involving health.

5.13.1 Describes emergency situations.

/	/	/	/

5.13.2 Describes how to contact various emergency services.

/	/	/	/

5.13.3 Passes Junior Red Cross first aid test.

/	/	/	/

5.13.4

/	/	/	/

5.13.5

/	/	/	/

Growth and Development

5.14.0 Identifies male/female roles.

5.14.1 Identifies own sex.

/	/	/	/

5.14.2 Dresses appropriately.

/	/	/	/

5.14.3 Uses correct restrooms.

/	/	/	/

5.14.4 Identifies peer relationships with same sex.

/	/	/	/

5.14.5 Identifies peer relationships with opposite sex.

/	/	/	/

5.14.6

/	/	/	/

5.14.7

/	/	/	/

5.15.0 Demonstrates knowledge of normal maturation.

5.15.1 Identifies physical changes
in body.

/	/	/	/

5.15.2 Describes changes in voice.

/	/	/	/

5.15.3 Explains reasons for increased
independence with maturity.

/	/	/	/

5.15.4 Explains attraction to opposite
sex.

/	/	/	/

5.15.5 Explains effects of peer pressure.

/	/	/	/

5.15.6 Identifies various human emotions.

/	/	/	/

5.15.7 Describes personal feelings.

/	/	/	/

5.15.8 Describes consultative services
for personal health needs.

/	/	/	/

5.15.9

/	/	/	/

5.15.10

/	/	/	/

Safety

5.16.0 Practices safety at home.

5.16.1 Explains meaning of common danger labels.

/	/	/	/

5.16.2 Identifies hazards of closed containers.

/	/	/	/

5.16.3 Identifies safety hazards in using electric and gas appliances.

/	/	/	/

5.16.4 Reads directions for using household chemicals.

/	/	/	/

5.16.5 Identifies common hazards relating to falls.

/	/	/	/

5.16.6 Explains safety codes for fire hazards.

/	/	/	/

5.16.7

/	/	/	/

5.16.8

/	/	/	/

5.17.0 Practices safety at school.

5.17.1 Follows current procedure during fire drill.

/	/	/	/

5.17.2 Follows rules for using school equipment.

/	/	/	/

5.17.3 Reports accidents and emergencies to appropriate school personnel.

/	/	/	/

5.17.4 Obeys traffic safety rules.

/	/	/	/

5.17.5 Obeys bicycle safety rules.

/	/	/	/

5.17.6

/	/	/	/

5.17.7

/	/	/	/

5.18.0 Practices safety in the community.

5.18.1 Recognizes safe and unsafe places to play.

/	/	/	/

5.18.2	Recognizes the dangers of accompanying strangers.	<table><tr><td></td><td></td><td></td><td></td></tr><tr><td>/</td><td>/</td><td>/</td><td>/</td></tr></table>					/	/	/	/
/	/	/	/							
5.18.3	Explains the reasons for communicating whereabouts.	<table><tr><td></td><td></td><td></td><td></td></tr><tr><td>/</td><td>/</td><td>/</td><td>/</td></tr></table>					/	/	/	/
/	/	/	/							
5.18.4	Identifies common safety signs used in the community.	<table><tr><td></td><td></td><td></td><td></td></tr><tr><td>/</td><td>/</td><td>/</td><td>/</td></tr></table>					/	/	/	/
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5.18.5		<table><tr><td></td><td></td><td></td><td></td></tr><tr><td>/</td><td>/</td><td>/</td><td>/</td></tr></table>					/	/	/	/
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5.18.6		<table><tr><td></td><td></td><td></td><td></td></tr><tr><td>/</td><td>/</td><td>/</td><td>/</td></tr></table>					/	/	/	/
/	/	/	/							
5.19.0	<u>Demonstrates knowledge of traffic safety.</u>									
5.19.1	Describes meaning of traffic signs and signals.	<table><tr><td></td><td></td><td></td><td></td></tr><tr><td>/</td><td>/</td><td>/</td><td>/</td></tr></table>					/	/	/	/
/	/	/	/							
5.19.2	Crosses streets correctly.	<table><tr><td></td><td></td><td></td><td></td></tr><tr><td>/</td><td>/</td><td>/</td><td>/</td></tr></table>					/	/	/	/
/	/	/	/							
5.19.3	Describes rules for safe bicycling.	<table><tr><td></td><td></td><td></td><td></td></tr><tr><td>/</td><td>/</td><td>/</td><td>/</td></tr></table>					/	/	/	/
/	/	/	/							
5.19.4	Identifies emergency vehicles.	<table><tr><td></td><td></td><td></td><td></td></tr><tr><td>/</td><td>/</td><td>/</td><td>/</td></tr></table>					/	/	/	/
/	/	/	/							
5.19.5	Describes correct reaction to emergency vehicle signals.	<table><tr><td></td><td></td><td></td><td></td></tr><tr><td>/</td><td>/</td><td>/</td><td>/</td></tr></table>					/	/	/	/
/	/	/	/							

5.19.6

/	/	/	/

5.19.7

/	/	/	/

5.20.0 Manages motor vehicle.

5.20.1 Completes driver education course.

/	/	/	/

5.20.2 Maintains motor vehicle in safe operating condition.

/	/	/	/

5.20.3 Performs minor vehicle maintenance.

/	/	/	/

5.20.4 Passes state driver's examination.

/	/	/	/

5.20.5 Carries adequate car insurance.

/	/	/	/

5.20.6 Describes proper procedures following an accident.

/	/	/	/

5.20.7

/	/	/	/

5.20.7



5.20.8



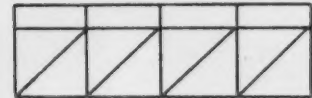
Physical Education

5.21.0 Develops physical fitness.

5.21.1 Demonstrates strength.



5.21.2 Demonstrates power.



5.21.3 Demonstrates endurance.



5.21.4 Demonstrates agility.



5.21.5 Demonstrates flexibility.



5.25.6 Demonstrates speed.



5.21.7 Demonstrates balance.



5.21.8 Demonstrates coordination.



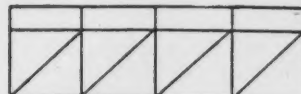
5.21.9 Passes standard test of physical performance.



5.21.10



5.21.11



5.22.0 Develops skills in physical activities.

5.22.1 Demonstrates ability to perform skills using apparatus and equipment.



5.22.2 Demonstrates ability to perform stunts and tumbling activities.



5.22.3 Demonstrates ability to play games.



5.22.4 Demonstrates ability in relays.



5.22.5 Demonstrates ability in rhythmic activities.



5.22.6 Demonstrates skills necessary to play sports.



5.22.7

/	/	/	/

5.22.8

/	/	/	/

5.23.0 Demonstrates a sense of fair play in sports.

5.23.1 Takes turns in games.

/	/	/	/

5.23.2 Follows rules of games.

/	/	/	/

5.23.3 Abides by decisions of game officials.

/	/	/	/

5.23.4 Demonstrates acceptable behavior when winning.

/	/	/	/

5.23.5 Demonstrates acceptable behavior when losing.

/	/	/	/

5.23.6

/	/	/	/

5.23.7

/	/	/	/

AREA 6.0.0 LEISURE TIME ACTIVITIES

Definition

Leisure Time Activities refer to helping the student become more competent in the areas of selecting, planning, participating in and enjoying recreational activities. Goals for leisure time activities focus on a variety of activities both in and out of school. An attempt has been made to separate skills and knowledge needed for recreational activities from voluntary participation in such activities.

Rationale for Instruction

In order to make effective use of free time, the student needs to become familiar with those activities which are available. It should not be assumed that the student will pursue leisure time activities independently; thus, instructional time should be set aside to teach the student about the constructive use of leisure time.

Measurement Model

The teacher's edition includes model criterion measurement statements (CMS) written in such a manner as to clarify the intent of sub-goals and to assist teachers toward developing specific criteria for evaluating individual student performance. Teachers are encouraged to adapt model CMSs and extend them to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 6 and are presented below. Also included are two examples, one at the elementary level, the other at the secondary, extending the model CMS for a specific student or class.

6.0.0 LEISURE TIME ACTIVITIES

Public Facilities

6.13.0 Voluntarily utilizes public recreational facilities or programs.

6.13.3 Voluntarily visits museum.

CMS Given the opportunity and means to visit a museum (art, history, science), the student voluntarily visits the museum.

Extended measurement statements:

Elementary
Level

Following a field trip to a museum, the student voluntarily
reviews information about the location, cost, and hours, and
persuades someone to accompany the student to the museum.

Secondary
Level

After studying various museums, the student voluntarily visits
one or more.

AREA 6.0.0
LEISURE TIME ACTIVITIES

Outdoor Recreational Activities

6.1.0 Possesses skills and knowledge necessary for outdoor play activities.

6.1.1 Demonstrates knowledge and skills for playing independently.

/	/	/	/

6.1.2 Demonstrates knowledge and skills for playing with others.

/	/	/	/

6.1.3 Demonstrates knowledge and skills for participating in informal playground games.

/	/	/	/

6.1.4 Demonstrates knowledge and skills for participating in recreational games.

/	/	/	/

6.1.5 Demonstrates knowledge and skills for participating in organized games.

/	/	/	/

6.1.6 Demonstrates an ability to participate in extramural team sports.

/	/	/	/

6.1.7

/	/	/	/

6.1.8

/	/	/	/

6.2.0 Voluntarily participates in outdoor play activities.

6.2.1 Plays independently.

/	/	/	/

6.2.2 Plays with other children in an outdoor setting.

/	/	/	/

6.2.3 Participates in informal play-ground games.

/	/	/	/

6.2.4 Participates in recreational games.

/	/	/	/

6.2.5 Participates in organized games.

/	/	/	/

6.2.6 Participates in extramural school team sports.

/	/	/	/

6.2.7

/	/	/	/

6.2.8

/	/	/	/

6.3.0 Possesses skills and knowledge necessary for outdoor recreational activities.

6.3.1 Demonstrates hiking knowledge and skills.

/	/	/	/

6.3.2 Demonstrates bicycle knowledge and skills.

/	/	/	/

6.3.3 Demonstrates camping knowledge and skills.

/	/	/	/

6.3.4 Demonstrates swimming knowledge and skills.

/	/	/	/

6.3.5 Demonstrates boating knowledge and skills.

/	/	/	/

6.3.6 Demonstrates hunting and fishing skills.

/	/	/	/

6.3.7 Demonstrates knowledge and skills in managing horses.

/	/	/	/

6.3.8 Demonstrates gardening knowledge and skills.

/	/	/	/

6.3.9

/	/	/	/

6.3.10

/	/	/	/

6.4.0 Voluntarily participates in outdoor recreational activities.

6.4.1 Goes hiking.

/	/	/	/

6.4.2 Goes bicycling.

/	/	/	/

6.4.3 Goes camping.

/	/	/	/

6.4.4 Goes swimming.

/	/	/	/

6.4.5 Goes boating.

/	/	/	/

6.4.6 Goes hunting and fishing.

/	/	/	/

6.4.7 Goes horseback riding.

/	/	/	/

6.4.8 Grows a garden.

/	/	/	/

6.4.9

/	/	/	/

6.4.10

/	/	/	/

Indoor Recreational Activities

6.5.0 Possesses skills and knowledge necessary for indoor play activities.

6.5.1 Demonstrates knowledge and skills for playing classroom games.

/	/	/	/

6.5.2 Demonstrates knowledge and skills for playing recreational games.

/	/	/	/

6.5.3 Demonstrates knowledge and skills for playing organized games.

/	/	/	/

6.5.4 Demonstrates knowledge and skills for playing team sports.

/	/	/	/

6.5.5 Demonstrates knowledge and skills for playing card games.

/	/	/	/

6.5.6 Demonstrates knowledge and skills for playing board games.

/	/	/	/

6.5.7

/	/	/	/

6.5.8

/	/	/	/

6.6.0 Voluntarily participates in indoor activities.

6.6.1 Voluntarily participates in
classroom games.

/	/	/	/

6.6.2 Voluntarily participates in
recreational games.

/	/	/	/

6.6.3 Voluntarily participates in
organized games.

/	/	/	/

6.6.4 Voluntarily participates in
team sports.

/	/	/	/

6.6.5 Voluntarily plays card games.

/	/	/	/

6.6.6 Voluntarily plays board games.

/	/	/	/

6.6.7

/	/	/	/

6.6.8

/	/	/	/

6.7.0 Voluntarily selects and participates in various indoor leisure activities.

6.7.1 Voluntarily participates in
leisure listening activities.

/	/	/	/

6.7.2 Voluntarily reads literary materials.

/	/	/	/

6.7.3 Voluntarily participates in
hobbies.

/	/	/	/

6.7.4 Voluntarily participates in
dramatic plays.

/	/	/	/

6.7.5 Voluntarily attends dances.

/	/	/	/

6.7.6

/	/	/	/

6.7.7

/	/	/	/

Arts and Crafts

6.8.0 Possesses skills and knowledge used in arts and crafts activities.

6.8.1 Demonstrates knowledge and
skills for drawing.

/	/	/	/

6.8.2 Demonstrates knowledge and skills in use of crayon techniques.



6.8.3 Demonstrates knowledge and skills for painting.



6.8.4 Demonstrates knowledge and skills in use of colors.



6.8.5 Demonstrates knowledge and skills in use of cutting instruments.



6.8.6 Demonstrates knowledge and skills in use of adhesives.



6.8.7 Demonstrates knowledge and skills in use of leather craft techniques.



6.8.8 Demonstrates knowledge and skills in use of needlecraft techniques.



6.8.9 Demonstrates knowledge and skills in sculpting various materials.



6.8.10 Demonstrates knowledge and skills in lettering techniques.

/	/	/	/

6.8.11 Demonstrates knowledge and skills in clay and pottery techniques.

/	/	/	/

6.8.12 Demonstrates knowledge and skills for woodworking.

/	/	/	/

6.8.13 Demonstrates knowledge and skills for metal craft.

/	/	/	/

6.8.14 Demonstrates knowledge and skills for plastic craft.

/	/	/	/

6.8.15

/	/	/	/

6.8.16

/	/	/	/

6.9.0 Voluntarily participates in arts and crafts activities.

6.9.1 Draws voluntarily.

/	/	/	/

6.9.2 Voluntarily makes art projects using various coloring materials.

/	/	/	/

6.9.3 Voluntarily makes leather craft projects.

/	/	/	/

6.9.4 Voluntarily makes needlecraft projects.

/	/	/	/

6.9.5 Voluntarily sculpts or carves in various media.

/	/	/	/

6.9.6 Voluntarily completes craft projects from various materials.

/	/	/	/

6.9.7 Voluntarily completes a weaving project.

/	/	/	/

6.9.8 Voluntarily makes a metal project.

/	/	/	/

6.9.9

/	/	/	/

6.9.10

/	/	/	/

Music

6.10.0 Possesses skills and knowledge necessary for participation in music.

6.10.1 Reproduces a tune.

/	/	/	/

6.10.2 Reproduces rhythms.

/	/	/	/

6.10.3 Demonstrates skills in rhythm.

/	/	/	/

6.10.4 Demonstrates ability to play rhythm instruments.

/	/	/	/

6.10.5 Demonstrates knowledge of basic music skills.

/	/	/	/

6.10.6 Demonstrates knowledge of the function of notes.

/	/	/	/

6.10.7 Demonstrates knowledge of musical instruments.

/	/	/	/

6.10.8 Demonstrates appreciation of music.

/	/	/	/

6.10.9 Identifies popular recording artists.

/	/	/	/

6.10.10 Demonstrates skill in dancing to music.

/	/	/	/

6.10.11

/	/	/	/

6.10.12

/	/	/	/

6.11.0 Voluntarily participates in musical activities.

6.11.1 Voluntarily plays rhythm games.

/	/	/	/

6.11.2 Voluntarily plays in a rhythm band.

/	/	/	/

6.11.3 Voluntarily sings.

/	/	/	/

6.11.4 Voluntarily plays a musical instrument.

/	/	/	/

6.11.5 Voluntarily listens to popular recording artists.

/	/	/	/

6.11.6 Voluntarily listens to various styles of music.

/	/	/	/

6.11.7

6.11.8

Public Recreational Facilities

6.12.0 Possesses skills and knowledge necessary for using public recreational facilities.

6.12.1 Demonstrates knowlege of near-
est park.

6.12.2 Demonstrates knowledge of near-
est zoo.

6.12.3 Demonstrates knowledge of near-
est museum.

6.12.4 Demonstrates knowledge of near-
est theater.

6.12.5 Names places and organiza-
tions which provide instruc-
tion in recreational activi-
ties.

6.12.6

/	/	/	/

6.12.7

/	/	/	/

6.13.0 Voluntarily utilizes public recreational facilities or programs.

6.13.1 Voluntarily goes to a park.

/	/	/	/

6.13.2 Voluntarily goes to the zoo.

/	/	/	/

6.13.3 Voluntarily visits museums.

/	/	/	/

6.13.4 Voluntarily attends dramatic presentation.

/	/	/	/

6.13.5 Voluntarily attends school social events.

/	/	/	/

6.13.6 Voluntarily attends local attractions.

/	/	/	/

6.13.7 Voluntarily attends vehicle races.

/	/	/	/

6.13.8 Voluntarily participates as a spectator in-school athletic events and community events.

/	/	/	/

6.13.9 Voluntarily uses local recreational facilities.

/	/	/	/

6.13.10 Voluntarily uses public library.

/	/	/	/

6.13.11

/	/	/	/

6.13.12

/	/	/	/

Organizations and Service Clubs

6.14.0 Possesses knowledge of clubs and organizations.

6.14.1 Demonstrates knowledge of various community clubs and organizations.

/	/	/	/

6.14.2 Demonstrates knowledge of service clubs.

/	/	/	/

6.14.3 Demonstrates knowledge of fraternal organizations.

/	/	/	/

6.14.4 Demonstrates knowledge of
voluntary organizations.

/	/	/	/

6.14.5

/	/	/	/

6.14.6

/	/	/	/

6.15.0 Voluntarily participates as a member of a club or organization.

6.15.1 Voluntarily participates as
a member of a community club
or organization.

/	/	/	/

6.15.2 Voluntarily participates as
a member of a fraternal organ-
ization.

/	/	/	/

6.15.3 Participates as a member of a
volunteer service organization.

/	/	/	/

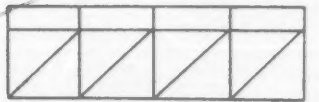
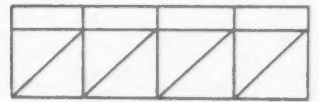
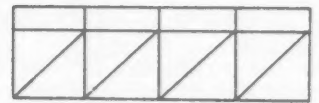
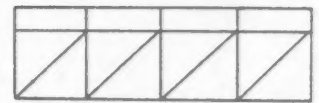
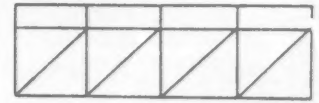
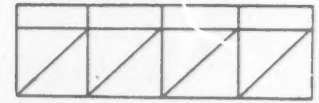
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ADDITIONAL GOALS



INDEX

Addiction, habit forming.	142
Addition, fractions	39
whole numbers.	35
Alphabet, knowledge of.	18
American history, people.	69
ANIMALS	77
observes	78
Appliances, operates.	84
Application, job.	123
Art, skills and knowledge	163
Articulation.	13
ARTS AND CRAFTS	163
Assistance, asking for.	67
AUDITORY DISCRIMINATION	10
AUTHORITY	66
Automobile, operation and license.	151
Ball, control skills.	5
BASIC MATHEMATICS	29
BASIC SKILLS, AREA 1.	1
Definition	1
Measurement Model.	1
Rationale.	1
BASIC WORK HABITS	113
Body parts, knowledge of.	135
BUDGETING	103
managing	103
Calendar, order of.	45
reads terms.	46
writes terms	47
CAREER EDUCATION, AREA 4.	111
Definition	111
Measurement Model.	111
Rationale.	111
CAREER EXPLORATION.	117
CAREER PREPARATION.	130
CHILD CARE.	105
skills	105
Chores, household	99
Cleanliness, body	135
CLOTHING.	88
maintains.	90
prepares for wearing	91
selects.	89
self-help skills	88
Clubs, knowledge of	171
participation in	172
COMMUNICATION MEDIA	97
use of	98
Community safety.	149
COMMUNITY SERVICES.	94
knowledge of	94

COMMUNITY SERVICES (continued)	
obtaining service.	96
Community travel.	93
Comprehension skills.	23
Conservation, natural resources.	81
Counting, oral.	30
Courtesies, practice of	64
Crafts, skills and knowledge.	163
Current events, awareness of	69
Cursive writing	28
Cuts, scissors.	7
Dangers, health and safety	140
substances	141
DECIMALS.	42
Decision making	59
Dental needs, caring for.	145
DEPENDENCY.	67
Dictionary skills	25
Diet, control of.	138
Directions, asking for.	67
Discrimination, auditory	10
Diseases, knowledge of.	143
Distinguishes sounds.	10
Division, fractions	41
whole numbers.	37
Emergencies, health	145
Employer, conversing with	120
Employer/employee relationship	125
Employment, resources	131
Evaluation, personal.	61
work	124
EXPRESSIVE LANGUAGE SKILLS.	13
FAMILY AWARENESS.	65
Family, planning.	109
responsibilities	108
Federal government.	72
FINE MOTOR SKILLS	7
FOOD.	82
knowledge of	82
preparation skills	83
Foreign countries, knowledge of	71
FRACTIONS	39
addition	39
conversion	41
division	41

FRACTIONS (continued)		
multiplication	40	
parts	39	
subtraction	40	
GENERAL KNOWLEDGE,		
of society	69	
Goals, organizing and		
achieving	62	
Government, structure of	72	
principles of	73	
Grooming, for work tasks	117	
GROSS MOTOR SKILLS	3	
GROWTH AND DEVELOPMENT	146	
Habit forming substances	142	
HEALTH	135	
emergencies	145	
needs, caring for	143	
outdoor dangers to	140	
History, famous Americans	69	
HOME MAINTENANCE AND		
IMPROVEMENT	99	
landscaping	101	
items used in	99	
tasks, performs	101	
Home, safety	148	
Household, chores	99	
HUMAN ECOLOGY, AREA 5	133	
Definition	133	
Measurement Model	133	
Rationale	133	
Hygiene, personal	136	
INDOOR RECREATIONAL		
ACTIVITIES	161	
Information, personal	57	
Injuries, work	119	
Interview, work	122	
Job application, completes	123	
Jobs, odd, locates and		
performs	122	
Landscaping skills	101	
Language, expressive	13	
receptive	12	
Laws, complying with	66	
LEISURE TIME ACTIVITIES,		
AREA 4	155	
Definition	155	
Measurement Model	155	
Rationale	155	
Leisure activities, indoor	161	
LIVING IN THE ENVIRONMENT,		
AREA 3	75	
Definition	75	
Measurement Model	75	
Rationale	75	
Local government	72	
Locomotor skills	3	
Lost, action if	68	
Manipulation of objects	8	
Manners, mealtime	86	
Manuscript writing	28	
Marriage, responsibilities	107	
Math, readiness	29	
addition	35	
counts objects	31	
counts orally	30	
division	37	
multiplication	36	
number sequence	33	
numeral recognition	32	
recognizes math words	33	
subtraction	35	
symbol recognition	33	
MATHEMATICS, BASIC	29	
Meal preparation	85	
MEASUREMENTS	48	
equates	49	
identifies terms	48	
Medical needs, caring for	143	
MONEY	50	
coins	50	
counts	51	
currency	50	
figures amounts	52	
relative value	51	
Multiplication, fractions	40	
whole numbers	36	
MUSIC	167	
participation	168	
skills and knowledge	167	
National customs, values	70	
NATURAL RESOURCES	80	
conservation	81	
Needs, of others	63	
Numeral recognition	32	
sequence	32	
Nutrition, good habits	138	
ORGANIZATIONS AND SERVICE		
CLUBS	171	
knowledge of	171	
participation in	172	
Outdoor play activities,		
participation	158	
skills	157	
OUTDOOR RECREATIONAL		
ACTIVITIES	157	
participation	160	
skills	159	
Paycheck, accuracy of	127	
deductions	126	

Perception, visual.	9
Performance, personal evaluation	61
Personal information, oral. . .	57
written.	58
PERSONAL AND SOCIAL AWARE-	
NESS, AREA 2	55
Definition	55
Measurement Model.	55
Rationale.	55
Pet, care of.	77
Phonetic analysis	21
Physical activities, skill development.	153
PHYSICAL EDUCATION.	152
Physical fitness, tests for . .	152
PLANTS.	78
observes, grows.	78
Play, indoor.	161
outdoor.	157
Political parties	74
POST-SCHOOL ADJUSTMENT. . . .	106
Pronunciation, words.	14
PUBLIC RECREATIONAL FACILITIES	169
Purchasing, change making . . .	52
Readiness, math	29
reading.	16
writing.	27
READING	16
alphabet	18
comprehension.	23
phonetic analysis.	21
readiness.	16
sight vocabulary	19
silent	24
structural analysis.	21
use of clues	22
RECEPTIVE LANGUAGE.	12
Recreational activities, outdoor.	157
Recreational activities, indoor	161
Recreational facilities, public knowledge of	169
Recreational facilities, public utilization of. . . .	170
Residency, knowledge of	106
Rest, sleep, relaxation	139
Roles, family members	65
Safety.	148
community.	149
home	148
outdoor dangers to	140
school	149
traffic.	150

Safety (continued)	
transportation	93
work	118
Scissors, fine motor skill. . .	7
SELF.	57
Sewing, skills.	92
Sex education	109
Sex role, identifying	146
Sight vocabulary.	19
Silent reading.	24
Social awareness.	55
Social security	126
Sounds, distinguishes	10
Speech, expresses self.	14
Sports (fair play).	154
State government.	72
Structural analysis, reading.	21
STUDY SKILLS.	25
uses	26
Subtraction, fractions	40
whole numbers.	35
Symbols, math	33
Telephone, usage.	97
TIME.	43
calendar	45
schedules, work.	119
tells.	43
terms.	44
writes	44
Traffic safety.	150
Transportation, uses.	93
TRAVEL.	93
community.	93
work	121
Unemployment, knowledge of. . .	128
United States, customs, values	70
Verbal commands, complex. . . .	12
simple	12
VISUAL PERCEPTION	9
Vocabulary, sight	19
Vocational, goals	130
Vocational safety	118
Voice, control volume	16
Voting, requirements/ procedures	74
WEATHER	79
information, use of.	79
Welfare agency.	95
Word pronunciation.	14
Work, absences.	125
behavior	120
cleaning up.	115

Work, absences (continued)	
completes.	113
cooperation in group	
tasks.	116
evaluation	124
experiences.	121
grooming for	117
initiative	126
injuries	119
in-school.	117
interviews	122
nonassigned.	126
odd jobs	122
paycheck deductions. . . .	126
performs	114
regulations controlling. .	129
safety	118
seeking assistance	116
time schedules	119
travel	121
unemployment	128
use of equipment and	
materials.	115
vocational goals	130
World, knowledge of	71
WRITING	27
calendar terms	47
cursive.	28
manuscript	28
readiness.	27

SAMPLE REGULAR CLASS PARTICIPATION

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